# Overview of Kentucky's Early Childhood Professional Development Framework

KIDS NOW

Kentucky Invests in Developing Success

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# THE KENTUCKY EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT FRAMEWORK

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The Kentucky Early Childhood (EC) Professional Development (PD) Framework Plan (Townley & Newberry, 2002; revised 2003) as approved by the Early Childhood Development Authority. Copies of the approved plan are available at www.kidsnow.ky.gov.

Proposed revisions to the Kentucky EC PD Framework were submitted to and approved by the Early Childhood Development Authority in April 2008. Based on the approved recommendations, additional work was conducted by a statewide committee (July 2010 through February 2011) and revisions based on the work group were added in May 2011.

This document was developed through the Kentucky Partnership for Early Childhood Services at the University of Kentucky in collaboration with the Division of Child Care, Department of Public Health, and Kentucky Department of Education, Division of Early Childhood Development. Some information included in the document was adapted from the Kentucky Early Childhood (EC) Professional Development (PD) Framework Plan (Townley & Newberry, 2002).

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# INTRODUCTION

In 2002, Kentucky launched a plan for the development of a statewide Professional Development Framework (Townley & Newberry, 2002) that included key components to address the needs for education, training, and credentialing of early care, intervention, and education professionals in Kentucky. This plan represented months of work with input from numerous stakeholders across the state. Specific information about the planning and approval process for the PD Framework, including the numerous contributors, is available in the documents*Early Childhood Professional Development: Creating a Framework for Kentucky*, 2002, 2003,and *Kentucky Early Childhood Professional Development Framework: Recommendations for Expansion to Include Technical Assistance Services*, 2008 (www.kidsnow.ky.gov).

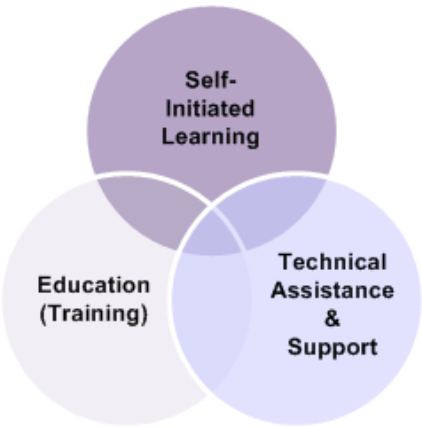
This document provides an overview of the Kentucky Early Childhood Professional Development (PD) Framework that includes existing programs and supports, as well as the components of the PD Framework plan that have been implemented across the state. All elements of the PD Framework have been endorsed by the Kentucky Early Childhood Development Authority. The EC Development Authority is a legislative established public agency and political subdivision of the Commonwealth of Kentucky and is charged with making recommendations to the Governor about expenditures from the Early Childhood Development Fund in support of the KIDS NOW Initiative.

***What is Professional Development?***

*For Kentucky, professional development includes structured teaching and learning experiences to support the acquisition of knowledge and skills and the implementation of knowledge and skills in the work environment. Professional development is an ongoing process of continuous improvement that increases job related knowledge and skills, and is intentional and purposeful to support specific outcomes related to practice.*

The overall purpose of professional development is to support the professional growth and development of those working with young children and families. Therefore, this definition of professional development recognizes three distinct but integrated components: 1) structured educational experiences, 2) structured technical assistance and support, and 3) self-guided learning.

**Figure 1. Critical Components of Professional Development**




Defining and delineating the critical components of professional development is the first step in helping the early care, intervention and education system identify key outcomes to be achieved. High quality professional development experiences should be designed to lead to:

- all early care, intervention, and education staff being competent, confident, highly qualified, and able to implement practices consistently and with a high degree of fidelity;

- consistency in the use of high quality practices and programming across the state;
- continuous quality improvement, with staff who are able to manage change and effectively use available resources;
- high quality services to children and families; and
- measurable improvements in outcomes for children.

To help reach these outcomes, it is important that opportunities exist for all staff to access professional development, including ancillary staff who may work with children and families (e.g., teacher assistant or aide/paraprofessional, bus/van drivers, kitchen staff, therapists, directors, family service workers). It also is important to ensure that those providing professional development opportunities use a wide variety of strategies and techniques that match the learner's needs.

As a way to help achieve these outcomes, the Kentucky Early Childhood Professional Development Framework defines five levels of professional accomplishment and the training, technical assistance, credentialing and articulation requirements to support each level. The framework includes:

- Early Childhood Core Content that describes what early childhood professionals should know and be able to do.
- Credentials and Degrees for early care, intervention and education professionals.
- A seamless training track to support professionals in building knowledge and competence from level to level.
- The provision of support services or technical assistance to help staff implement and sustain skills and practices in the work environment.
- Articulation agreements that support the transfer of credit across education and training.
- A scholarship program at the college and non-college level for early childhood professionals.
- A Professional Development Registry that supports the documentation of credentials, scholarships, and awards.
- Training Registries to support documentation of training across programs and providers.

Each of the components of the Kentucky Early Childhood Professional Development Framework is presented and described in the following sections of this document.

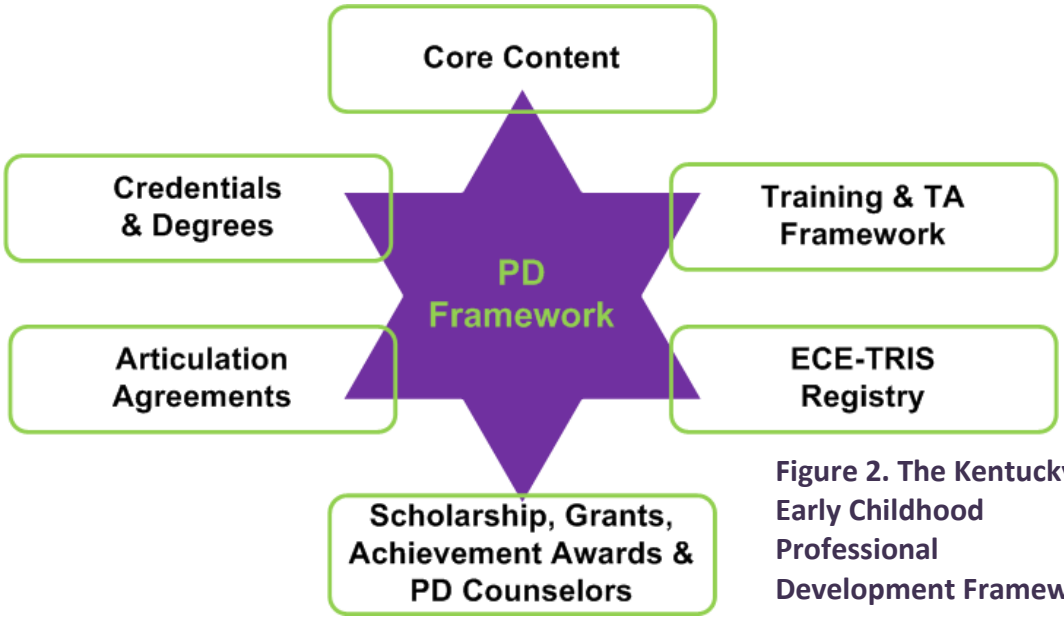



**Figure 2. The Kentucky Early Childhood Professional Development Framework**

# EARLY CHILDHOOD CORE CONTENT

The Kentucky Early Childhood (EC) Core Content is defined as the specific knowledge, competencies, and characteristics needed by early childhood practitioners to work effectively with young children and families. EC Core Content is the foundation for determining training content, course content, and competency standards for professional performance.The EC Core Content was developed using existing professional resources that put forth standards (i.e., Kentucky Interdisciplinary Early Childhood Education programs, Child Development Associate functional area competency standards, Head Start, Family Child Care, American Public Health, National Association for the Education of Young Children, and the Division for Early Childhood of the Council for Exceptional Children). The EC Core Content is provided in Appendix A and is also available for free download at www.kidsnow.ky.gov.

The EC Core Content is intended to be comprehensive and descriptive, but also fluid and flexible to allow for needed changes over time. To that end the EC Core Content:

- Allows for multiple pathways for entering early childhood education and for exiting at various terminal points.
- Includes a mechanism for linking various early childhood educationand training programs.
- Provides for continuous progress and professional development.

The EC Core Content covers seven essential competency subject areas of early childhood education and each area is organized into five levels of increasing mastery. Individuals planning early childhood education and training programs can use the EC Core Content to correlate program content with the expected skill levels and desired competency outcomes of the participants.

## LEVELS OF EC CORE CONTENT

Professionals in the field of early care, intervention, and education become increasingly competent through their experiences and professional growth opportunities. This competence crosses a variety of content areas and many levels of skill. The competencies that are the focus of this document are organized from basic to high-level skills across five levels. Each level is a prerequisite to the next, thus the competencies build on one another. All competencies are referenced within the early childhood literature and most have been cited from similar documents from other states.

***The levels of competencies are not awards or a certificate, but may correlate with existing certificates or awards***. Each level assumes greater knowledge and skill than previous levels; however,an individual level should not be seen as limited to a particular job or position of employment.

**Table 1.Early Childhood Core Content Level Descriptions**

| | |
|---|---|
| LEVEL I | Knowledge & skills across all seven content areas for professionals at the initial level, which includes entry into the field & a Commonwealth Child Care Credential. |
| LEVEL II | Knowledge & skills across all seven content areas for professionals with a Child Development Associate Credential. |
| LEVEL III | Knowledge & skills across all content areas for professionals from CDA to Associate degree. |
| LEVEL IV | Knowledge & skills across all content areas for professionals with a Bachelor degree. |
| LEVEL V | Knowledge & skills across all content areas for professionals above a Bachelor degree. |

**Level I.** Early childhood practitioners with a high school diploma or GED must demonstrate social skills such as courtesy, respect, and the appreciation for diverse ethnicities, cultures, ideas, and viewpoints. They must also demonstrate literacy skills that enable them to expressively read books appropriate for young children through age five; use acceptable grammar to communicate with children, staff, and parents; and, legibly write notes on children's developmental skills. They must also:

- be able to verbalize their awareness of physical and biological processes in the natural environment;
- display attitudes of wondering, investigation, and respect for the ecology of the natural world and enjoy partnering with children in experiencing all five senses and searching for more information;
- demonstrate that they have the basic mathematical and spatial knowledge to solve practical problems while working with children and other adults;
- demonstrate fundamental, coordinated small and large muscle skills in physical movements and games; and
- demonstrate a practical understanding of the principles of democracy, justice, and fair play by using techniques of positive guidance, conflict management, and peacemaking for children, other staff, and the community.

**Level II& III.** At this level, practitioners may become lead teachers or administrators. They must:

- demonstrate increased abilities to reason, think critically and reflectively, discern relationships between areas of knowledge, and analyze the nature of physical and social problems;
- show evidence of basic computer literacy and internet search skills;
- possess literacy, speaking, interpersonal, and leadership skills sufficient to effectively conduct parent meetings, relate to a board of directors, write descriptive newsletters, and construct detailed curriculum plans that include individual children's developmental goals; and,
- master the grammatical and conversational rudiments of one other language, which assists early childhood educators in becoming aware of the rich cultures and languages of the children and families enrolled in their programs. Spanish is especially recommended because of the need to communicate effectively with Kentucky's rapidly increasing Hispanic populations.

**Levels IV&V.** At these levels, practitioners may increase their general knowledge through required and elective courses according to their interests and needs. In addition to exploring human development theories, anthropology, sociology, statistics, and consumer issues, they may select advanced studies in foreign languages, computer technology, psychology, philosophy, history, and the arts and sciences. Increased experience and leadership in the early childhood field may lead to higher levels of competence in reasoning, critical and reflective thinking, mathematics, and the physical or biological sciences.

## Subject Areas Covered

The degree to which early childhood professionals are expected to master these subject areas depends on their level of competence. Specific EC Core Content requirements for the first level, for instance, require describing and demonstrating basic knowledge of the subject area; succeeding levels require more complex knowledge and the ability to plan and implement programs or procedures; and the highest levels require evaluation of early childhood practices.

**Child Growth and Development.**Experiences for any child, regardless of age, must be planned around the child's developmental abilities. Development has several interrelated areas; each influences the others and all develop simultaneously. It is essential for early childhood educators to recognize that development proceeds in predictable steps and learning occurs in recognized sequences. At the same

time, they must consider individual, age-level, and cultural/ethnic characteristics when assessing children's rates and styles of development.

**Health, Safety, and Nutrition.** These are basic needs of all human beings, and early childhood environments must ensure them. Programs must adhere to relevant laws and regulations; furthermore, they must consider the health, growth, and developmental requirements for each child within the context of cultural and developmental diversity and any special needs.

**Professional Development/Professionalism.** Adults providing early care, intervention and education must take advantage of opportunities to grow professionally, follow ethical standards of behavior and demonstrate knowledge of and involvement in advocacy for early childhood learning environments.

**Learning Environments and Curriculum.** Developmentally appropriate environments and curricula have a positive impact on a child's emotional, physical, cognitive, communicative, creative, and social care. Adults who provide early care, intervention and education must know how to offer an organized, invitingaccessible and interactive environment that has many diverse and appropriate materials, activities, and experiences. Adults support staff-to-staff communication, team work, and staff-family communication.

**Child Assessment.** Ongoing assessment helps early childhood educators evaluate all areas of a child's growth and development. Educators must be able to observe, assess, interpret, and document children's skills and behavior, systematically report on them to appropriate staff and family members, and use the information gathered to plan developmentally appropriate experiences and activities.

**Family and Community Partnerships.** Understanding the roles that family members and others play in children's lives is vital for early childhood interventionists and educators. They must be able to integrate the following concepts:

- Children develop within the context of their families, which may take many forms. Families are the primary influence on children's development and have primary responsibility for child rearing. In turn, each child has influence on the members of his or her family and on the family as a system.
- A responsive early education environment respects and celebrates the diversity of values, customs, and traditions in the family of each child. It nurtures the primary relationships between children and those who parent them. It also offers a variety of meaningful opportunities to families to participate in early childhood programs.
- Early childhood professionals help connect children and their families with community resources. This can be accomplished through curriculum, interpersonal relationships, and knowledgeable referrals.

**Program Management and Evaluation.** Adults providing early care, intervention and education must use all available resources for a quality program. They must also be effective communicators, planners, record-keepers, and evaluators. Evaluation of the program should include input from staff, families, and the community.

## CREDENTIALS, DEGREES AND CERTIFICATION

Kentucky's Early Childhood PD Framework provides multiple opportunities to acquire increasing levels of professional credentials. Each credential represents a discrete entry/exit point, and each credential represents a building block to the next level of credentialing and competency.

In addition to the national Child Development Associate (CDA), three specific early childhood credentials are available in Kentucky. The credentials were created to acknowledge that differing competencies and skill areas are required for different aspects of the early childhood profession. Credential programs are offered in several kinds of education settings to recognize that different types of early childhood practitioners may wish to access education and training settings appropriate to their needs. Lead agencies/institutions are described in the context of each credential.The three early childhood credentials are:

- Commonwealth Child Care Credential
- Director's Credential
- Early Care and Education Trainer's Credential

**Table 2. Credentials At-A-Glance**

| Credentials | Requirements | Content | Ongoing |
|---|---|---|---|
| Commonwealth Child Care Credential | 60 clock hours of instruction, including field assignments | 14 hours in child growth & development; 15 in learning environments/curriculum; 9 in health, safety & nutrition; 7 in family and community partnerships; 4 in child assessments; 6 in professional development; 5 in program management/evaluation | 15 hours of additional training each year |
| Director's Credential | 12 college credit hoursis distributed in required areas. | Regulations & laws; ethics; programming, supervision & staff development; health, safety & nutrition; financial management & marketing; community collaboration/resource management | 15 hours of additional training each year |
| Trainer's Credential (must be 21 years old) | Meet educational requirements by level, participate in orientation & seminar | A credential or degree in early childhood or related field; training in adult learning theory and training design, and knowledge of early care, intervention and education resources and services in Kentucky. | Annual trainer updates & 45 hours of additional training every 3 years |

## Commonwealth Child Care Credential

The Commonwealth Child Care Credential (CCCC) provides additional training to practitioners wishing to exceed the minimum training hours required by Child Care Licensing Regulations. The CCCC is a planned program of education and training based on the Core Competencies described in this report. The hours of instruction (60) are intended to fulfill half of the time requirements and skill mastery level necessary for the Child Development Associate Credential.

The Commonwealth Child Care Credential is awarded by the Division of Child Care. The credential is based on a common set of core competencies presented in the EC Core Content and aligns with the first 60 hours of the Child Development Associate (CDA) Credential.The chief requirement for the credential is 60 hours of instruction, including field assignments, to be completed within one year. This can articulate to (or be considered equal to) a 3-credit-hour college course. The 60 hours of instruction includesareas as presented in the Credentials-At-A-Glance Figure above.

Candidates for the credential may complete a CCCC/CDA non-college scholarship application andupon being approved are admitted to an approved Commonwealth Child Care Credential program. The scholarship is funded through KIDS NOW Scholarship (as funds are available).

Before the training is completed, the trainer conducts an exit assessment of the trainee using the nationally recognized Child Development Associate observation tool. After the assessment, the trainee and training organization write an action plan to promote the trainee's continued growth.

Those who have earned a Commonwealth Child Care Credential must obtain 15 clock hours of training each year to stay current in the field and to maintain the credential.Training for the Commonwealth Child Care Credential is conducted by agencies approved by the Division of Child Care. A list of approved training organizations can be found at http://chfs.ky.gov/dcbs/dcc/.

## DIRECTOR'SCREDENTIAL

The Director's Credential is intended to provide education and development in the skill areas needed to manage an early childhood program. The program may be a discrete course of study or may build on the candidate's existing experience and proficiency through portfolio development or individualized assessment. Candidates work through the higher education institution of their choice for information related to the specific program of study for the Director's Credential.

Candidates who meet eligibility guidelines for the Early Childhood Scholarship Program may use this program as a resource for financial assistance with coursework leading to the award of a Director's Credential.The Director's Credential is awarded by the Division of Child Care upon successful completion of the requirements and upon recommendation by an approved higher-education institution.

Requirements include 12 college credit hours in early childhood education and related administrative subjects. These hours can be earned as part of a degree program in early childhood education *or* individuals may enroll specifically for Director's Credential course work.Course work may be offered by approved state technical or community colleges, or at universities or colleges offering Interdisciplinary Early Childhood Education (IECE) programs.

Major areas of core knowledge and competencies for the Director's Credential include regulations and laws; ethics; programming for families and children; supervision and staff development; health and safety; financial management and marketing; and, community collaboration/resource management.

**Regulations and laws.** This includes knowledge of the local, state and national laws and regulations that govern licensed child care providers (e.g., food service, the Americans with Disabilities Act). It also includes the ability to obtain information about the intent of those laws and regulations, as well as changes to them, from sources such as government agency web sites.

**Ethics.** This includes knowledge of ethical issues related to the financial operation of a center as well as dealings with children, families, and staff (e.g., confidentiality, compensation, the code of ethics for the National Association for the Education of Young Children). It also includes an understanding of individual rights and diverse backgrounds and how they affect relationships – so directors can handle daily challenges appropriately and without discrimination.

**Programming for families and children.**This includes a knowledge of theoretical, foundational, philosophical and historical perspectives in early childhood programming (such as developmentally appropriate practice, the primary caregiver system, constructivism, behaviorism, early intervention, Montessori, High Scope, Reggio, the activity-based approach);the ability to develop and implement appropriate action plans (such as inclusion plans, individual family service plans, and individual

education plans) to meet the individual needs of children;awareness of assessment tools for both children's development and programming; and understanding the effect of culture and environment on adults' beliefs regarding discipline and guidance as well as children's development and self-concept.

**Supervision and staff development.**This includes an understanding of managerial styles (such as authoritative, democratic, collegial) and personality in terms of motivating staff members for professional growth; the ability to supervise staff through planned programs; and, the ability to communicate effectively both verbally and in print and to truly listen.

**Health and safety.** This includes knowledge of local, state and national laws and regulations that provide for the mental and physical health of children, families, and staff; knowledge of how to implement those laws and regulations; awareness of the nutritional needs of children and food preparation procedures; and, the ability to find information about health and safety in order to provide resources to staff and families.

**Financial management and marketing.** This includes the comprehension of financial concepts and the ability to use financial tools to make a center financially viable or to expand the center; the ability to maintain accurate and complete financial reports and to project income; awareness of the local marketplace and how to assess supply and demand in the area to attract families, staff and financial supporters to the center; and, the ability to understand the role of the center in relation to the larger community in order to define and promote the center's image.

**Community collaboration/resource management.** This includes knowledge of resources in the community for young children and their families which go beyond early care, intervention and education; an understanding of how to help children and families gain access to these resources; and an understanding of how to collaborate with other groups and individuals to increase community resources.

## TRAINER'S CREDENTIAL

The Kentucky Early Care and EducationTrainer's Credential includes the competencies and standards for those who provide training to early childhood practitioners. The level of education, training, and experience of the trainer is correlated with the content levels at which training may be offered. At the more complex content and expected competency levels of the trainees, the qualifications for the trainer become more stringent.

Individuals who participate in training have a way to identify the level of content at which training will be delivered so as to key the selection of training to their individual needs and skill levels. Trainers have a way to individualize training content to meet specific skill levels of the trainees and competency areas of EC Core Content.

There are specific steps necessary to acquire a Trainer's Credential, including information related to levels of training and trainer qualifications that are necessary to maintain a multi-level training system. Specialty trainers who are highly qualified in a specific area related to children and families must meet defined credential requirements.

In general, all trainers must be at least 21 years old, meet the educational requirements, and have experience relevant to the following areas: child growth and development; learning environments and curriculum; health, safety and nutrition; family and community partnerships; child assessment; professional development/professionalism; and, program management/evaluation. They must also:

- participate in "The Introduction to Resources in Kentucky for Early Care and Education Trainer's" (2 hours).
- complete a seminar in "Fundamentals of Effective Training" (15 hours).

The introduction and seminar are supported in part through KIDS NOW funds. The Trainer's Credential is awarded by the Division of Child Care upon successful completion of the requirements and presentation of documentation.

### Table 3. Trainer Levels

| *LEVELS* | EDUCATION & EXPERIENCE | REQUIREMENTS[1]: | PERMITTED TRAINING LEVELS | RENEWAL PERIOD |
|---|---|---|---|---|
| 1 | H.S. Diploma or equivalent At least 3 years related exp in field of early childhood | Complete Intro to Resources | Co-train single topic with credentialed trainer at higher training level | - Valid for three years - Non-renewable |
| 2 | At least a CDA with 3 years FT* experience in field of early childhood OR10 years FT*related experience in relevant EC Core Content, including formal early childhood training equaling 45 clock hrs; or 4.5 C.E.U.s; or 3 college credit hours | Complete Intro to Resources Complete Fundamentals of Effective Training | Training hours as required by the Division of Regulated Child Care Commonwealth Child Care Credential training or initial 60 hours of CDA training through approved training organization Co-train higher (60-120 hours) CDA level with a level 4 & 5 Trainer through a approved training organizations Co-train 12 hours with a Level 4 or Level 5 trainer before training solo | Renewable every 3 years by application, including documentation of: Training in EC field equaling 45 clock hours 15 hours adult learning theory & 30 hours in early childhood, 4.5 C.E.U.s or 3 hours college credit from date of credential Remain updated on state & national early childhood issues. State updates available at websites |
| 3 | Associate degree in early childhood or the equivalent of 30 credit hours in early childhood coursework&3 years FT* related experience in early childhood fieldOR At least a Bachelor's degree other than early childhood, & At least 1 year FT* related experience in EC field OR For Healthy Start Consultants only -Associate level degree in nursing, dietetics or other approved/related fields | Complete Intro to Resources Complete Fundamentals of Effective Training | Training hours as required by the Licensed Child Care Levels 1,2,& 3 on Rubric for Levels of Training/Professional Development Commonwealth Child Care Credential or CDA instruction, through an approved training contractor Train Levels 1,2,& 3 on the Rubric for Levels of Training/Professional Development, through an approved training organization | Renewable every 3 years by application, including documentation of:Training in EC field equaling 45 clock hours 15 hours adult learning theory & 30 hours in early childhood, 4.5 C.E.U.s or 3 hours college credit from date of credential Remain updated on state & national early childhood issues. State updates available at websites |
| 4 | At least a Bachelor's degree in early childhood, &1 year FT* related experience in early childhood fieldORAt | Complete Intro to Resources Complete Fundamentals of | Training hours as required by the Division of Regulated Child Care, Levels 1,2,3,4 Train Levels 1,2,3 & 4 tracks | Renewable every 3 years by application, including documentation of: On-going training in EC |

[1] All applicants must be at least 21 years of age.

| *LEVELS* | EDUCATION & EXPERIENCE | REQUIREMENTS[1]: | PERMITTED TRAINING LEVELS | RENEWAL PERIOD |
|---|---|---|---|---|
| | least a Bachelor's degree other than early childhood, ANDAt least 1 year FT* related experience in EC field, including the equivalent of 3 credit hours in child development OR For Healthy Start Consultants only - Bachelor degree in nursing, dietetics or other approved/related fields | Effective Training (OR submit documentation of equivalent training) | on Rubric for Levels of Training/Professional Development, through an approved training organization | field equaling 45 clock hours 15 hours adult learning theory & 30 hours in early childhood, 4.5 (3) C.E.U.s or 3 hours college credit from date of credential Remain updated on state & national early childhood issues. State updates available at websites |
| 5 | At least a Masters degree in early childhood &1 year FT* related experience in early childhood field OR At least a Masters degree in a field related to early childhood (non related not considered) & 3 credit hours in child development, AND 1 year FT* related experience in Early Childhood field OR For Healthy Start Consultants only - Master level degree in nursing, dietetics or other approved/related fields | Complete Introduction to Resources in Kentucky for Early Childhood Trainer's Complete Fundamentals of Effective Training (OR submit documentation of equivalent training) | Train at all training levels (1-5). | Renewable every three years by application, Remain updated on state & national early childhood issues. State updates available at websites. |
| SPECIALTY TRAINER | Current license, certificate, or credential & at least 3 years related experience in area of expertise in which topic is being trained | | Special training ONLY in area of expertise; Training hours as required by the Licensed Child Care through an org ONLY in area of expertise | Renewable every three years by application, including proof of current license, certificate, or credential in area of expertise |

## Introduction to Resources in Kentucky for Early Care and Education Trainers

Introduction to Resources is required for all potential trainers, with the exception of Specialty Trainers.It provides an overview of the child care and early education systems in Kentucky and an introduction to the integration and articulation of training in the state. The overview includes, but is not limited to, types of child care in Kentucky; licensing and certification requirements for providers; agencies serving children and families; the KIDS NOW initiative; the STARS for KIDS NOW quality rating system; the Child Development Associate (CDA) Credential; and the Interdisciplinary Early Childhood Education (IECE) certification process (2 clock hours). Introduction to Resources is provided through Child Care Resource and Referral agencies across the state (www.kentuckypartnership.org/ccrr/).

## Fundamentals of Effective Training

Fundamentals of Effective Training (FET) is a Kentucky designed 15 hour seminar required for all potential trainers with the exception of Specialty and Level 1 Trainers (KAR 922 2:240, Section 10).

Trainer's Credential candidates who have completed similar training in the previous 10 years may seek a waiver if the curriculum matches content and focus of the required seminar. FET includes, but is not limited to, principles of learning/barriers to learning; ethics and professionalism; needs assessment strategies; learning styles/cultural differences; designing and planning presentations; strategies for instruction; group dynamics and activities; creating and maintaining positive learning climates; and, effecting change in behavior. Acceptable equivalent training must cover areas included in FET (15 clock hours). FET is provided on a regular basis through the Training into Practice Project (TIPP) at the University of Kentucky (www.ihdi.uky.edu/tipp/).

### Trainer Competencies

The competencies for a credentialed trainer include:

- adhering to training standards;
- demonstrating a thorough understanding of the principles of training adult learners as well as a knowledge of core content in early care, intervention and education;
- designing an effective environment for adult learning;
- demonstrating the ability to provide a variety of appropriate learning opportunities;
- analyzing training needs of participants;
- demonstrating the ability to plan and develop an appropriate training outline, as well as the ability to develop sequential training plans;
- demonstrating the ability to implement training techniques and strategies;
- selecting and incorporating appropriate reinforcement techniques for practical application; and
- designing evaluation strategies that are appropriate to the training delivered.

## Interdisciplinary Early Childhood Education

The Interdisciplinary Early Childhood Education (IECE) Certificate is the state's teacher licensure program that allows early care and education professionals to teach children from birth through self-contained kindergarten (regular and special education) in public school and early intervention settings. Programs that lead to the IECE certificate are offered through Kentucky colleges and universities and are available at the bachelor and graduate levels. Certification requires at least a bachelor degree and oversight is provided by the Kentucky Education Professional Standards Board (EPSB). Ten Teacher Standards for Preparation and Certification reflect performances expected of educators within a variety of environments, including classrooms, childcare settings, the children's homes, hospitals, or any other natural environments. Within these environments, instruction will include individual child activities, parent-child activities, and instruction in small and large groups. IECE educators are expected to be knowledgeable of developmentally appropriate and research-based practices in facilitating experiences for all children, including those with disabilities and from diverse populations. These standards include:

**Standard I:** Designs/Plans Instruction
**Standard II:** Creates/Maintains Environments
**Standard III:** Implements Instruction
**Standard IV:** Assesses & Communicates Learning Results
**Standard V:** Reflects/Evaluates Teaching/Learning
**Standard VI:** Collaborates with Colleagues/Families/Others
**Standard VII:** Engages in Professional Development
**Standard VIII:** Supports Families

**Standard IX:** Demonstrates Implementation of Technology
**Standard X:** Provides Leadership Within School/Community/Profession

For more information about the IECE, contact the Kentucky Department of Education or Professional Standards Board at: http://www.kyepsb.net/teacherprep/iecestandards.asp.

# TRAINING

Prior to implementation of the KY Early Childhood PD Framework, the system of training for early childhood professionals in Kentucky was a collection of workshops rather than a coordinated, comprehensive system. Child care licensing requires 15 hours of annual non-specified training (Type I and II), 9 hours for certified providers and a 6-hour mandatory initial Orientation curriculum, regardless of an individual's education or experience level.For the Kentucky Preschool Program, classified lead teachers (hired before 2004) are required to have 18 clock hours of training and certified lead teachers are required to have 4 days of professional development per year.

One of the major components of a professional development system is the acquisition of knowledge through education. There are a number of approaches that can be used to support education. These include (but may not be limited to):

- Training sessions offered at workshops, conferences, institutes
- Formal coursework
- Independent studies
- Distance education, such as webinars, online modules, conference calls, web-based courses/modules, web-based meetings, etc.
- Study groups
- Communities of practice/learning; networking

The current Kentucky Early Childhood Professional Development Framework provides specific recommendations on how education, training and credentials can be structured to support high quality practices across the early care, intervention and education system. A key characteristic of training and education within a professional development framework is that it typically involves learning experiences in contrived settings. During training, participants are often offered opportunities to practice skills through activities such as role playing, simulations, case studies and scenarios, critiquing videos, etc.

***What is Training?***

*Training includes structured learning experiences designed to help the learner gain knowledge and /or skills that will increase the implementation of high quality practices.*

The definition of high quality training being:

- Delivered by a trainer who has thorough content knowledge and understands the needs of adult learners;
- Based on needs assessment of what potential participants value and need to improve services;
- Matched to the learner's previous knowledge base and experience;
- Culturally sensitive;

- Focused on achievement-based outcomes or what participants expect to happen as a result of the training; and
- Involves the use of evidence-based practice and recommended standards in both content and approach.

## LEVELS OF TRAINING

The following five training levels describe the knowledge base that trainees are assumed to have as well as the content for each level of training. The levels correspond to the trainer levels, EC Core Content and articulation plans. The training levels serve as a tool for the trainer and others who are planning workshops, institutes, and conferences and to training participants when selecting training.

**Level 1.**Participants have limited knowledge and experience in early childhood education. Training focuses on basic concepts, philosophy and vocabulary in EC Core Content areas and related needs of the learner. Participants will be able to tie these to concrete examples and do introductory work in basic skills. Evaluation will show increased knowledge.

**Level 2.** Participants may have a Child Development Associate (CDA) Credential and two years of experience. They have basic knowledge and experience in early childhood education. Training focuses on EC Core Content areas and early childhood standards, including essential concepts, theory, philosophy and an extended vocabulary. Participants will be able to show that they understand how to apply concepts and skills, giving examples and details. They will also demonstrate the basic use of critical skills. Evaluation will show some measurable skills and increased knowledge.

**Level 3.** Participants may have an associate degree in field of early childhood education, three years of experience, and already have competence in curriculum planning. Training focuses on EC Core Content areas and early childhood standards, deepening to include related concepts, theories, philosophies, and vocabulary. Training begins to address teacher performance standards. Participants will be able to show general knowledge and critical skills as well as to demonstrate interpersonal communication skills. Evaluation will show several measurable skills and increased knowledge.

**Level 4.** Participants have at least a four-year degree in early childhood education or a related field plus two years of experience. They already have competence in the area and are working toward expansion and refinement of their knowledge and critical skills. Training focuses on EC Core Content areas or related areas, identified needs and early childhood and teacher performance standards. Training continues to expand knowledge and vocabulary and includes basic research. Participants will be able to show broad knowledge of content areas; effective application of vocabulary, concepts and skills; effective interpersonal communication skills with supporting examples and sufficient detail; and broad use of skills in content areas. Evaluation will show many skills or new knowledge and may include ongoing self-study.

**Level 5.** Participants have a four-year degree in early childhood education and advanced study plus four years of experience including the supervision or teaching of others. Participants have competence in content areas and are working toward extensive refinements and critical thinking skills. Training includes more advanced research. Participants will be able to show effective, insightful use of supporting examples, and/or relevant details with extensive use of critical skills. They will also be able to evaluate and synthesize information and make general applications. Evaluation will show multiple skills or new knowledge and may include ongoing self-study.

**Table 4. Overview of Training Levels**

| Training Levels | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Description of training level | Develop basic knowledge *(assuming knowledge & experience are at or below Commonwealth Child Care Credential)* | Develop skills *(assuming basic knowledge & experience at level of CDA plus two or 3 years experience)* | Expand ability to develop curriculum *(assuming competence in curriculum planning at level of associate degree plus 3 years experience)* | Master skills for achieving identified goals *(assuming competence in content area at level of bachelor's degree plus two years experience)* | Modify skills for more effective application *(assuming competence at level of bachelor's degree plus advanced study & 4 years experience, including supervision &/or teaching)* |
| Training objectives | EC Core Content& related learner needs | EC Core Content, standards & related learner needs | EC Core Content, standards & teacher performance | EC Core Content, teacher & program standards | EC Core Content& teacher/leadership standards |
| Training focus | Basic concepts, philosophy & vocabulary | Essential concepts, theory, philosophy & extended vocabulary | Related concepts, theories & philosophies & further expanded vocabulary | Basic research in addition to expanded vocabulary, concepts, theory & philosophy | More advanced research building on learner's knowledge of EC Core Content |
| Demonstration of knowledge & skills | Can give concrete examples of basic vocabulary & concepts, demonstrate basic skills | Can correctly apply concepts & critical skills, giving examples & details | Can show interpersonal communication skills related to content as well as knowledge of content & other critical skills | Can effectively apply vocabulary, knowledge, concepts & skills to content; can show effective interpersonal communication skills with supporting examples, sufficient detail & broad use of skills | Can show extensive, consistent & effective application of skills to address issues & solve problems; integrate & expand concepts; use supporting examples &/or relevant details with critical skills; evaluate & synthesize information & make general applications |
| Evaluation | Finds increased knowledge | Finds some measurable skills & increased knowledge | Finds several measurable skills & increased knowledge | Finds many skills or new knowledge (through evaluation & ongoing self-study) | Finds multiple skills or new knowledge (through evaluation & ongoing self-study) |

# KENTUCKY STANDARDS OF TRAINING FOR EARLY CHILDHOOD PROFESSIONALS

In order to provide high quality training in early childhood care, intervention, and education in Kentucky, standards in planning sessions and programs of study should be followed. Early care, intervention, and education professionals seek and receive training in a variety of formats including workshops, programs of study resulting in a credential, and college and university offerings. For each training and education format, the trainer may use the following objectives to guide and plan his/her work.

## Standard I: Promotes Professionalism

**Promotes professionalism in the early childhood field by:**

- Applying knowledge, skills and processes acquired through professional development to the instruction techniques.
- Aiding the early care, intervention and education professional to establish priorities for professional growth through a joint analysis of the participant's performance.
- Encouraging participation in professional organizations and activities.

## Standard II: Demonstrates Knowledge of Content

**Demonstrates knowledge of EC Core Content areas in Early Childhood Care and Education by:**

- Relating knowledge in the trainer's area of expertise to the adult learners' ability levels.
- Integrating content knowledge to real world applications and current issues.

## Standard III: Designs/Plans Instruction

**Understands and develops sequential training plans by:**

- Providing instruction that enables providers to apply knowledge and skills to make positive changes in the work environment.
- Creating learning experiences that actively involve the learner with hands-on activities whenever feasible; solely watching videos without follow-up activities does not constitute best practices for delivering quality instruction.

## Standard IV: Creates/Maintains Learning Climate

**Demonstrates ability to plan and develop appropriate training outline by:**

- Showing flexibility and creativity in developing training methods and procedures.
- Using and organizing multimedia resources.
- Organizing materials in a logical and sequential manner.

## Standard V: Implements/Manages Instruction

**Demonstrates ability to provide a variety of appropriate learning opportunities for adult learners by:**

- Considering various learning styles, cultural differences and barriers to learning.
- Using and developing multiple learning/teaching strategies that are appropriate to participants' learning levels.

## Standard VI: Assess and Communicates Learning

**Evaluates training effectiveness through feedback received by:**

- Assessing knowledge gained, attitudes changed and/or skills obtained through appropriate methods (Examples: Pre and post-tests, end- of -session evaluations, hands-on activities, etc.).
- Making appropriate changes to instruction based upon feedback and assessment results.

### Standard VII: Collaborates with Colleagues/Parents/ Others

**Analyzes training needs of the community by:**

- Inviting colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- Utilizing collaboration to create situations that enhance participants' learning.
- Recognizing differing viewpoints.

## KENTUCKY DEPARTMENT OF EDUCATION PD STANDARDS

For programs administered through the Kentucky Department of Education, professional development is considered high quality when it meets the definition of professional development in 704 KAR 3:035 – Section 1(1) and Section 4(2) and all of the Kentucky Department of Education Professional Development Standards which are consistent with the federal criteria in Section 9101 of No Child Left Behind. Schools and districts will determine if the professional development for teachers, administrators and other school staff meets the following definition and standards for high quality professional development. All standards need to be applied in the context of the audience for professional development (PD) to qualify as high quality PD. The Department of Education recognizes that the extent to which professional development meets each standard may vary.

**Standard 1:** Professional Development is aligned with:

- local school and district goals and priorities as reflected in the school or district improvement plan or individual professional growth plans;
- Kentucky's Standards and Indicators for School Improvement; and
- Kentucky New or Experienced Teacher Standards or Interstate School Leaders Licensure Consortium Standards, or other professional/job standards.

**Standard 2:** Professional Development is a continuous process of learning through consciously constructed relevant job-embedded experiences so that professional development experiences and professional learning are integrated in the day-to-day work of teachers, administrators, and others to support improved practices, effectiveness and the application of skills, processes, and content.

- *PD is sustained, intensive, classroom-focused and is on in order to have a positive and lasting impact on classroom instruction, the teacher's performance in the classroom, and increased student performance; and*
- *PD is not one-day or short-term workshops or conferences unless they are a component of an intentionally designed comprehensive professional development plan based on teacher needs and student needs.*

**Standard 3:** Professional Development focuses on the knowledge and skills teachers, principals, administrators, and other school and district staff are to know and to do in support of student learning and students' well-being. Professional development is based on what students need to know and be able to do in order to meet Kentucky's challenging content standards and student performance standards. Student content, performance and opportunity to learn standards are the core of professional development.

**Standard 4:** Professional Development actively engages teachers, principals, administrators, and others in learning experiences that advance their understanding and application of research based instructional practices and skills that reduce barriers to learning, close achievement gaps, and improve student

**Standard 5:**Professional Development prepares teachers, administrators, school council members and others in the school community as instructional leaders and collaborative partners in improving student

performance (e.g., instructional leadership, organizational direction, collaborative decision making, analysis and use of data, planning, community partnerships, and creating a learning culture).

**Standard 6:** Professional Development is data and results driven focused on increasing teachers, administrators, and others' effectiveness in improving student performance and is continuously evaluated to improve the quality and impact of professional development.

**Standard 7:** Professional Development fosters an effective ongoing learning community that supports a culture and climate conducive to performance excellence.

**Standard 8:** Professional Development is culturally responsive and facilitates removing barriers to learning in an effort to meet each student's needs.

**Standard 9:** Professional Development is planned collaboratively (e.g., teachers and principals) and organized to maximize the collaborative use of all available resources to support high student and staff performance.

**Standard 10:** Professional Development fosters a comprehensive, long-range change process that communicates clear purpose, direction, and strategies to support teaching and learning.

**Standard 11:** Professional development is grounded in the critical attributes of adult pedagogy.

## STATE TRAINING ORGANIZATIONS AND SERVICES

The major regional organizations that provide training and TA services to early care, intervention and education professionals across the state include the following.

**Child Care Resource and Referral Agencies (CCR&R).** Nine CCR&R agencies, funded through the Cabinet for Health and Family Services, Division of Child Care, coordinate and support early care and education providers in accessing training and/or professional development opportunities. More information about CCR&R services can be found at: www.kentuckypartnership.org/ccrr/

**Early Childhood Regional Training Centers (RTC).** Five Early Childhood Regional Training Centers, funded through the Kentucky Department of Education, Division of Program Standards, School Readiness Branch, have staff available across the state to offer technical assistance and training to public preschool teachers and staff. RTC staff offer regional trainings/workshops, on-site consultations, lending libraries of materials, annual statewide and regional collaborative institutes. More information about RTCs can be found at: http://www.education.ky.gov/KDE/Instructional+Resources/Preschool/For+Preschool+Coordinators+and+Teachers/Preschool+Regional+Training+Centers.htm.

**Child Care Health Consultants.** Child Care Health Consultants (a part of Healthy Start in Child Care), funded through the Cabinet for Health and Family Services, Department of Public Health, Early Childhood Development Branch, provide education and technical assistance to child care providers across the state in order to promote a healthy and safe environment for young children in out-of-home settings. Education is provided to address the health, safety, nutrition and social /emotional needs of young children. Child Care Health Consultants are available through local health departments on a regional basis to provide services to all counties. More information about Child Care Health Consultation can be found at: www.kentuckycchc.org.

# TECHNICAL ASSISTANCE

A key component of a professional development system is the provision of support services or technical assistance to help staff implement and sustain skills and practices in the work environment. The provision of TA and support requires collaborative relationships. At a minimum, collaboration is required between the TA provider and the TA recipient. In addition, there may be times when collaboration between agencies that provide TA is required to adequately and effectively meet the TA recipient's needs. Such collaborative relationships are encouraged and must be thought about ahead of time to ensure that respect, confidentiality, and mutually agreed upon goals are all part of the collaborative relationship.

There are a number of approaches that can be used to provide technical assistance and support. General technical assistance services can be described as having the following defining characteristics:

- Short-term in nature
- Designed to share general information and/or resources
- Generally occurs off-site (via phone, email, mail)

***What is Technical Assistance?*** *Technical Assistance is a collaborative, relationship-based model of assistance and support designed to:*

- *Identify, select, or design evidence-based solutions to address problems, needs or goals,*
- *Adopt or adapt knowledge to practice, and*
- *Effectively implement solutions customized to meet the needs of clients.*

In addition to general TA services, two specific models of technical assistance have been identified for use in Kentucky: Coaching and Consultation. To support the use of these models, defining characteristics have been developed across a number of critical elements of TA. These characteristics are designed to support coordination of TA services across the various agencies and programs providing technical assistance in the state.

**Mentoring is a common approach used in Kentucky, therefore defining characteristics for mentoring have been included to help differentiate mentoring from the other two adopted models of TA.*

| Defining Characteristics | | | |
|---|---|---|---|
| **Critical Element** | **Coaching** | **Consultation** | **Mentoring*** |
| **Focus** | Topical - Goal Specific (e.g., child-specific behaviors) | Topical - Problem Based (e.g., developing agency policy) | Holistic |
| **Client** | Individual or Group | Individual or Group | Individual |
| **Delivery** | Primarily face-to-face | Various | Various |
| **Relationship** | Assigned or Requested | Assigned, Requested, or Mandated | Self-Selected |
| **Timeframe** | Varies based on topic | Short-term | Long-term |
| **TA Provider** | Skill Based; may be internal or external to the client's setting (home, classroom, etc.) | Content Expertise; external to the client's setting (home, classroom, etc.) | Similar professional role but mentor has more experience; may be internal or external to the client's setting (home, classroom, etc.) |
| **Feedback Loop** | Regular feedback with client's supervisor; can inform job performance evaluation process | Involvement of client's supervisor | Falls outside job performance evaluation process |
| **Approach** | Structured with Modeling and Demonstration | Structured / Facilitate a Prescribed Problem-Solving Process | Informal |
| **Content** | Evidence-Based | Evidence-Based | Experience-Based |
| **Results** | Improved professional disposition, skills, and behavior | Implementation plan (e.g., training, policy change) | Personal and professional growth |

A variety of delivery methods can be used to provide TA. These consist of both off-site and on-site methods and include (but may not be limited to) the following.

- Telephone
- E-mail
- Discussion Boards
- Fax
- Video-Conferencing
- Program Visits

Strategies that can be used to support clients within and across TA models include (but may not be limited to) the following.

- Sharing written, video and audio materials
- Demonstrations
- Modeling
- Video-Modeling
- Communities of Practice/Learners

## TA Provider Competencies/Skills

Similar to trainers, those providing technical assistance and support need specific skills in order to implement TA effectively. To support high quality implementation of TA services across the state, the following recommendations for educational level and competencies of TA providers have been identified. Technical assistance providers in KY should:

- have a minimum of a Bachelor's degree in early childhood or a related field.
- meet specific skills and competencies organized into three major areas.

### Establishing and Maintaining a Relationship with the Client

1. Communicates effectively and demonstrates respectful, receptive, and active listening.
2. Demonstrates respect for differing opinions and individual, community, and organizational cultures.
3. Engages in collaborative approach to resolving conflict.
4. Maintains confidentiality throughout the TA process.
5. Recognizes client as an integral participant/partner in identifying needs and developing an action plan to address those needs.

### Content Knowledge

1. Documents broad base of knowledge, skill, and experience in topic areas for which they are responsible.
2. Demonstrates knowledge of current trends, research, and evidence-based practices in areas of expertise/topic areas for which they are responsible across multiple settings.
3. Demonstrates knowledge of applicable federal and state standards and regulations, including the Kentucky Early Childhood Standards and Kentucky Professional Core Content.
4. Continues professional development on at least one technical assistance delivery model.
5. Utilizes knowledge of adult learning principles.
6. Keeps up to date on local, state, and national resources.

### Professionalism/Effective TA Practices

1. Adheres to professional standards in area of discipline.
2. Recognizes own limits of knowledge and experience in providing services, not accepting assignments outside those limits.
3. Seeks growth in areas of limited knowledge.
4. Establishes and maintains professional boundaries, especially when serving in more than one role.
5. Sets and carries out own professional development goals.
6. Participates in professional activities to enhance own growth.
7. Reflects regularly on own practice, including personal and professional effectiveness.
8. Fulfills professional commitments in a timely and trustworthy manner.
9. Develops a professional network system of support and feedback.
10. Documents and articulates TA activities and outcomes.
11. Develops and embeds new knowledge and skills to build staff/program capacity.
12. Adapts content to context, based on early childhood setting.

## Continuum of TA services: Matching Level to Need & Outcome

TA activities should be conducted, recorded, and reported consistently. In addition, it is important that the intensity of the TA provided be matched to the level of need and the outcomes that have been identified by the TA recipient. Therefore, the level and intensity of TA may vary from low (brief encounters) to high (intense on-site support over time), with the intent to provide support to staff in effectively implementing a practice or set of practices. When providing support, it is important to remember that TA should be aligned with education and/or training to support the transfer of knowledge and/or skills into the work environment. This means that further areas for education and training may be identified as part of the TA process.

**Figure 3. Level and Intensity of TA**

# Measuring and Evaluating the Impact of Technical Assistance and Support

Just as it is important to evaluate the effectiveness of training, it is also critical to evaluate technical assistance. By developing a plan to measure the impact and effectiveness of the TA and support provided and implementing that plan, the TA provider will obtain valuable information to direct future efforts. Thekey components of this evaluation process are addressed below.

## Critical Levels of Evaluation

In keeping with the levels of evaluation outlined in the Fundamentals of Effective Training (FET) curriculum for credentialed trainers, four levels of evaluation are important to consider when designing TA evaluation.

1. Obtaining the **TA recipient's reactions** to the TA and support involves allowing the TA recipient to evaluate TA immediately following receipt of assistance. Determining the information desired and developing a written comment sheet that can be submitted anonymously allows the TA recipient to provide honest reactions to the assistance received.
2. Evaluating the **TA recipient's learning** may mean conducting a before and after measurement of knowledge and/or skills identified as needing improvement.

3. Measuring the **TA recipient's change in behavior** involves determining if the desired skill has been implemented and maintained over time. A follow-up appraisal may be required at some agreed upon time in the future to determine if the TA recipient is continuing to utilize the new knowledge and/or skill.
4. Determining the **results** of the TA and support identifies the impact that the acquisition and implementation of new knowledge and/or skills has on both the quality of the early care, intervention and education environment and ultimately on children and/or families served. For instance, improvement in utilization of proper diapering techniques may result in decreased instances of gastrointestinal illnesses in a classroom.

### TA Provider Self-Reflection

Self-reflection on the part of the TA provider is important for continuous quality improvement. Considering the relationship with the TA recipient and how this relationship impacted his/her receptiveness to support, the opportunities available to practice new skills, and future opportunities and approaches that may be helpful are all important aspects of reflection. Additionally, it is important to include in the evaluation plan some concept of how information obtained from evaluation methods will be utilized to improve the provision of TA and support.

### Link to the TA Recipient's Goals and Outcomes

As discussed previously, the TA provider and recipient should establish specific client goals and outcomes for the TA provision. Therefore, mechanisms should be put into place collaboratively between the TA provider and recipient to formally measure the degree to which the assistance and support aided in meeting those identified goals and outcomes.

## ARTICULATION

Articulation is the process by which students or trainees transfer credits for course work from one training session or academic institution to another. In the past, barriers to articulation in the field of early childhood education in Kentucky have hindered the development of a seamless system of professional development. The PD Framework includes a process which meshes the system for credentialing and training of early childhood professionals. It includes five levels of competency, each of which articulate into the next level. At lower levels of competency, the completion of a particular credential, program or certificate equivocates, or transfers, as college credit. Thus, students can transfer their training hours between secondary schools, community and technical colleges, training programs, and four-year institutions. The academic credits are transferable to an Interdisciplinary Early Childhood Education program and count toward IECE degree credit hours.

Individual higher education institutions will ensure that students hold the requisite levels of competency for each credential or certificate earned. Course titles or course numbers are not required to be identical across academic institutions or training entities.

## ARTICULATION LEVELS

### Level 1 (CCCC). Individuals must:

- Meet requirements for the Commonwealth Child Care Credential, which include 60 clock hours of training, including field-based assignments **OR**
- Complete an advanced program at a secondary school (i.e., high school or vocational school), Discover College (an alliance of high schools and community and technical colleges in Daviess County which offers training for college credit) or similar institution.

  The EC Core Content competencies at Level 1 should be met with either option. An exit assessment is required for either option. The assessment is the responsibility of the institution that is providing the program. Each option earns 3 hours of college credit, and each transfers to Level 2.

### Level 2 (CDA). Individuals must:

- Meet the requirements for the Child Development Associate Credential (CDA) as verified by the Council for Early Childhood Professional Recognition in Washington, D.C., including 120 clock hours of training.
- CDA recipients meet minimum EC Core Content competencies at Level 2. A candidate continuing in an Interdisciplinary Early Childhood Education degree program can expect to meet all EC Core Content competencies at Level 2.The credential transfers as a minimum of 6 semester hours of college credit to Level 3A.

### Level 3A (Post-Secondary Certificate). Individuals must:

- Complete 18 to 21 semester hours in IECE content (which can include relevant secondary school or CDA credit) plus 12 to 15 semester hours in general education.A certificate of completion can be earned at a technical college, community college or 4-year college or university. Training must include practicum and field experience, and the recipient must demonstrate increasing levels of competency identified for IECE teacher performance standards at Level III, as well as the ability to integrate and apply content.This certificate transfers to Level 3B.

### Level 3B (Associate's Degree). Individuals must:

- Complete an additional 12 to 15 semester hours in IECE content plus an additional 15 to 18 semester hours in general education, resulting in an associate degree. The degree can be earned at a technical college, community college or 4-year college or university. Training must include practicum and field experience, and the recipient must demonstrate increasing levels of competency identified for IECE teacher performance standards at Level III, as well as the ability to integrate and apply content. The EC Core Content at Level 3 can be met at the completion of the associate degree.All training transfers to Level 4 and can be articulated with 4-year-degree programs in IECE.

### Level 4 (Baccalaureate Degree).Individuals must:

- Complete an additional 60 to 64 semester hours in IECE content and meet the other requirements of the degree-granting institution to receive a bachelor's degree.The course work must include field experiences, practicum and/or student teaching. Recipients must demonstrate the high level of competency identified for IECE performance standards and an increased ability to integrate and apply content, as well as to generate strategies for improving the performance of self and children. The EC Core Content competencies at Level 4 should be met at the completion of the bachelor's degree.

**Level 5(Master's Degree).Individuals must:**

- Meet requirements for a master's degree to obtain initial teaching certification or to complete advanced studies. Course work for the degree must include field experiences, practicum, student teaching and/or internship. Recipients must demonstrate the highest level of competency identified for IECE teacher performance standards and a high level of ability to synthesize, integrate and apply content. The EC Core Content competencies at Level 5 will be met at the completion of the master's degree.

**Table 5. Articulation Levels and Requirements**

| Articulation Levels | Level 1 | Level 2 | Level 3A | Level3B | Level 4 | Level 5 |
|---|---|---|---|---|---|---|
| Requirements | Obtain Commonwealth Child Care Credential or complete advanced program at secondary school, Discover College or similar institution | Obtain CDA & meet minimum level of competencies for all IECE teacher performance standards for Level 2 | Obtain CDA including 18 to 21 college credit hours in IECE content plus 12 to 15 college credit hours in general education | Obtain associate's degree including 12 to 15 college credit hours in IECE content, 15 to 18 hours in general education & field experience | Obtain bachelor's degree including additional 60 to 64 hours in IECE content & field experience | Obtain master's degree, including field experience |
| Minimum Credits | 3 hours of college credit (either option) which transfer to Level 2 | 6 hours of college credit which transfer to Level 3 | Credit hours transfer to Level 4 | Credit hours transfer to Level 4 & will be articulated with 4-year bachelor's program in IECE | | |

## SCHOLARSHIPS

KIDS NOW Early Childhood Development Scholarships are available for early care and education professionals. Recruitment of potential scholars, assistance with enrollment and award procedures, and dissemination of training and education information is facilitated by a Professional Development Counselor located in Kentucky Community and Technical Colleges sites across the state. A list of the PD Counselors is available at www.kentuckypartnership.org. The role of the Professional Development Counselor is to support the scholar in the successful completion of a planned program of study and to assist the scholar in the planning and implementation of a Professional Growth Plan specific to the individual's goals and needs. The Professional Development Counselor facilitates the application processes for the Related Expenses and Milestone Achievement Awards.

The Early Childhood Development Scholarships to obtain college credits are administered by the Kentucky Higher Education Assistance Authority (KHEAA). The Early Childhood Development

Scholarships to obtain the Commonwealth Child Care Credential and Child Development Associates Credentials outside a higher education institution are administered by the Division of Child Care.

All scholarships are awarded based on the availability of funds and on the adherence of the scholar to eligibility guidelines for the Early Childhood Development Scholarship and on the eligibility requirements of the specific training or education program in which the candidate is enrolled.

## KIDS NOW Early Childhood Development College Scholarships & Awards

These KHEAA-administered scholarships are for early care and educationprofessionals who will take college-credit courses to obtain the Child Development Associate's Credential, associate or bachelor's degrees in early childhood development, or the Director's Credential. The scholarships may be used at Kentucky colleges and universities approved by the Early Childhood Development Authority. After courses are successfully completed, the scholar may apply to be reimbursed for related expenses at the amount specified by the Early Childhood Development Authority.

In addition, eligible applicants for scholarships must be employed at least 20 hours per week in a participating early childhood facility *or* provide training at least 12 times a year in early childhood development *or* beemployed as an preschool associate teacher (teacher assistant or paraprofessional) in a state-funded preschool program; *and*

- Be enrolled in a maximum of nine credit hours per academic term in an approved program; or
- Be enrolled in an approved CCCC or CDA program; and commit to further service (ranging from working an additional 6 months to an additional year) in the center supporting the training.

The scholar also may be eligible for a Milestone Achievement Award on receipt of the credential or degree; 90 percent of the award is paid by the state, and 10 percent by the employer.

## Division of Child Care Non-College Scholarships, Awards, Grants

The Division of Child Care offers a non-college scholarships and awards, as well as grants to support improved quality in early care and education settings, each of which is described below.

### Non-College Scholarship Program

The Commonwealth Child Care Credential /Child Development Associate Scholarship Program is administered by the Cabinet for Health and Family Services, Department of Community Based Services, Division of Child Care. The program provides financial assistance to the extent funds are available, in the form of scholarships for those seeking the Commonwealth Child Care Credential (CCCC) and the Child Development Associate (CDA) Credential. Scholars must complete all CCCC and CDA training within a 24-month period.

Training programs for the CCCC (60 clock hours) and CDA (120 clock hours) are available through training organizations approved by the Division of Child Care. Scholarships are available for this training. In addition, employers must commit to paying for book expenses up to $50 for Term 1 (first 60 clock hours) and for Term 2 (second 60 clock hours).

Eligible applicants for scholarships must be employed at least 20 hours per week in a participating early childhood facility or employed as an associate teacher in the state-funded preschool program and commit to continue employment for six (6) months at the participating early childhood facility upon

obtaining the Child Development Associate (CDA); or one (1) year upon obtaining an Early Childhood Associate Degree or the Kentucky Early Childhood Development Director's Credential, paid for in part by a scholarship; or six (6) months at a participating early childhood facility and one (1) additional year at an early childhood facility located in Kentucky upon obtaining the early childhood credential or a baccalaureate degree, paid for in part by a scholarship.

### Awards

**Milestone Achievement and Related Educational Reimbursement Awards**. Milestone Achievement Award is a monetary award paid to early care and education professionals participating in the KIDSNOW non-college and/or college scholarship program(s) upon completion of an Early Care and Education credential or degree. Ninety percent of the award is paid by the state, and 10 percent is paid by the employer. The Related Educational Reimbursement Expense is a monetary award paid to early care and education professionals participating in the KIDSNOW college scholarship program upon successful completion of a scholarship semester/term. Only scholars enrolled in a college or university (KHEAA) scholarship program are eligible to receive a Related Educational Expense Award. Non-college scholars are not eligible.

### Grants

**Child Development Associate's Credential (CDA) and Child Development Associate's Credential (CDA-K) Mini Grant:**Mini-grants for the assessment fee for the Child Development Associate's Credential are available regardless of whether the CDA is obtained through college credit or non-college-credit courses. The Division of Child Care administers these grants. Candidates can apply through their local PD Counselor.

Recipients awarded a CDA (Child Development Associate) or CDA-K (Child Development Associate KIDSNOW) Mini-Grant have the $325.00 Direct Assessment Fee paid to the Council for Professional Recognition on their behalf. All CDA candidates must meet eligibility guidelines. The regular CDA Mini-Grant is available to individuals working in settings that include infant toddler and preschool classrooms, family child care homes, and those serving as home visitors. CDA-K Mini-Grants are available only to CDA-K recipients.

**National Association for the Education of Young Children (NAEYC) Mini-Grant:**
Child Care programs receiving a NAEYC Mini-Grant have the On-Site Validation fee paid to the National Association for the Education of Young Children (NAEYC) on the program's behalf. Candidates must meet eligibility guidelines. The On-Site fee is based on program level. The NAEYC Mini-Grant is available to Kentucky Licensed Type I Centers. An applicant must request the DCC-207 NAEYC Mini-Grant Application from their local PD Counselor.

**National Association for Family Child Care (NAFCC) Mini-Grant:**The NAFCC Mini-Grant pays up to $495.00 for the 2-part Accreditation fee, ($247.50 Application fee and $247.50 Observation fee) to the National Association for Family Child Care (NAFCC) on behalf of eligible candidates. The NAFCC Mini-Grant is available to Kentucky Certified Family Child Care Homes and Licensed Type II Homes. An applicant must request the DCC-206 NAFCC Mini-Grant Application from their local PD Counselor.

## Kentucky Department of Education Traineeship Scholarship

The Kentucky Department of Education provides special education scholarships that can be used for teachers pursuing the IECE certification in state-funded preschool programs. The Traineeship scholarships are available for lead teachers in the public school preschool program or preschool/Head Start blended programs who hold a bachelor's degree but not an IECE certification. The funds pay for up

to 90% of tuition for up to six college credit for four consecutive semesters. Additional information is available at: http://traineeship.nku.edu.

**Table 6. Kentucky Credentials and Degrees Scholarship Supports**

| | CCCC (60 clock hours)*Contracted Instruction | CDA* (GED Prerequisite) Contracted Instruction | Funda-mentals of Effective Training (FET)* | CDA (GED Prerequisite) College Credit Program* | ASSOCIATE DEGREE OR TECHNICAL COLLEGE PROGRAM* | Bachelor's Degree* | Director's Credential* (2- or 4-year College) |
|---|---|---|---|---|---|---|---|
| **Tuition Expense Who Pays** | State funding of $210 per person to approved contractor for 60 clock hour instructional program. | State funding of $420 per person to approved contractor for 120 clock hour instructional program. $325 mini grant per person for assessment fee paid by the State. | State funding for FET with registra-tion fee by participa nt. | State funding for up to 9 credit hours per term for the amount of tuition charged per credit hour for an approved* early childhood program at a KY college or university. (Maximum award amount of $1,400 per award.)** $325 mini grant per person for assessment fee paid by State. | State funding for up to 9 credit hours per term for the amount of tuition charged per credit hour for an approved * early childhood program at a KY college or university. (Maximum award amount of $1,400 per award year.**) | State funding for up to 9 credit hours per term for the amount of tuition charged per credit hour for an approved* early childhood program at a KY college or university. (Maximum award amount of $1,400 per award year.**) | State funding for 9 credit hours per term for amount of tuition charged per credit hour amount for an approved* early childhood program at a KY college or university. (Maximum award of $1,400 per award year.**) |
| **Text Book Expense/ Employer Commitment** | Paid by employer, actual cost up to $50 for CDA essential text (term 1). | Paid by employer, actual cost up to $50 for CDA essential text (term 1) & actual cost up to $50 for CDA packet (term 2). | Release time | Paid by employer, actual cost up to $50 per term. | Paid by employer, actual cost up to $50 per term. | Paid by employer, actual cost up to $50 per term. | Paid by employer, actual cost up to $50 per term. |
| **Related Educational Expenses Reimbursement** | $0 | $0 | NA | $50:state funds at satisfactory*** completion of each semester, up to 3 times/yr. | $100:state funds at satisfactory *** completion of each semester, up to 3 times/yr. | $100:state funds at satisfactory* ** completion of each semester, up to 3 times/yr. | $100:state funds at satisfactory** * completion of each semester up to 3 times/yr. |

| | CCCC (60 clock hours)*Contracted Instruction | CDA* (GED Prerequisite) Contracted Instruction | Funda-mentals of Effective Training (FET)* | CDA (GED Prerequisite) College Credit Program* | ASSOCIATE DEGREE OR TECHNICAL COLLEGE PROGRAM* | Bachelor's Degree* | Director's Credential* (2- or 4-year College) |
|---|---|---|---|---|---|---|---|
| **Milestone Achievement Award** | $100:90% state funds - 10% employer | $250:90% state funds - 10% employer | NA | $250:90% state funds - 10% employer | $300:90% state funds - 10% employer | $500:90% state funds - 10% employer | $300:90% state funds - 10% employer |
| **Recipient Commitment (Upon Completion Of Each Level)** | Additional 6 months in sponsoring center. | Additional 6 months in sponsoring center. | NA | Additional 6 months in sponsoring center. | Additional year in sponsoring center. | Additional 6 months in sponsoring center, + additional year in KY child care. | Additional year in sponsoring center. |

*Available to individuals employed at least twenty hours weekly in a participating eligibility early childhood facility, employed to provide training 12 times a year, employed at least 20 hours per week providing direct instruction as a preschool associate teacher (704 KAR 3:420) in a state-funded preschool (KRS 157.3175) & ineligible to receive professional development funds through state or federal funds (11 KAR 16:001– 16:060).**Award year is July 1 to June 30 of any year.***Satisfactory completion means a grade of "C" or better in each course taken during a term of enrollment.

# EARLY CHILDHOOD TRAINING REGISTRY SYSTEMS

There are two major training registries systems used by early care, intervention and education professions in Kentucky: The Early Care and Education Training Records Information System(ECE-TRIS) and TrainingFinder Real-time Affiliate Integrated Network (TRAIN).

## EARLY CARE AND EDUCATION TRAINING RECORDS INFORMATION SYSTEM(ECE-TRIS)

ECE-TRIS was developed to provide a centralized database to track and store individual training records for early care and education professionals in Kentucky. ECE-TRIS is maintained through Eastern Kentucky University (EKU) and use of the system is free to child care providers.

ECE-TRIS supports early care and education providers in meeting the regulatory requirement for Training Maintenance of Records(922 KAR 2:240 Section 16) by providing an easily accessible, centralized location for training records. ECE-TRIS information is made available to the Cabinet for Health and Family Services upon request.Training Information forms, Training Cover Pages, Registration forms and contact information can be found on the ECE-TRIS website http-//tris.eku.edu/ece.

### Creating and Accessing Records

Early Care and Education professionals can access, view and/or print their training records at any time. ECE-TRIS documents training for Licensed, Certified or Registered early care and education providers as well as programs participating in the STARS for KIDS NOW program. ECE-TRIS records also will assist individuals with professional development planning.

Information on individual Early Care and Education Professionals (training attendees) is collected via a Participant Form that is distributed at training sessions by credentialed trainers. Training data areentered by staff at established training agencies and/or by ECE-TRIS staff.

The ECE-TRIS program is designed to support program directors as they work with staff to develop professional development plans and verify that staff has met training requirements such as those for Licensing, Certification, and STARS for KIDS NOW, as well as the Commonwealth Child Care Credential or Trainer Credential renewals.

## TRAININGFINDER REAL-TIME AFFILIATE INTEGRATED NETWORK (TRAIN)

Train, a project of the Public Health Foundation with funding from The Robert Wood Johnson Foundation, participating states and the Centers for Disease Control and Prevention, is an on-line training management system for registration and record keeping of the training session offered through First Steps to early intervention providers across the state. The Kentucky site is managed through the Department of Public Health. TRAIN is designed to serve the majority of the U.S. public health workforce. TRAIN can be accessed at www.train.org.

### Creating and Accessing Records

Early Intervention providers can register as a TRAIN user and then use TRAIN to search for on-site or distance learning courses, create a personal learning record of competency-based training, and register online for training sessions and courses.

# WEB SITE RESOURCES

Child Care Resource and Referral Services - http://www.kentuckypartnership.org/ccrr/

Division of Child Care – http://chfs.ky.gov/dcbs/dcc/

Early Care & Education Training Registry & Information System (ECE-TRIS) https://tris.eku.edu/ece/

First Steps Technical Assistance Teams - http://chfs.ky.gov/dph/firstSteps/helpfulstaff.htm

Healthy Start in Child Care - http://chfs.ky.gov/dph/ach/ecd/healthystart.htm

Kentucky Department of Education - http://www.kde.state.ky.us.

Kentucky Partnership for Early Childhood Services - http://www.kentuckypartnership.org

Early Childhood Regional Training Centers - http://www.education.ky.gov/KDE/Instructional+Resources/Preschool/For+Preschool+Coordinators+and+Teachers/Preschool+Regional+Training+Centers.htm.

Training into Practice Project - http://www.ihdi.uky.edu/tipp/Default.aspx

TrainingFinder Real-time Affiliate Integrated Network (TRAIN) – www.train.org

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# APPENDIX A – EC CORE CONTENT

*Kentucky's Early Childhood Core Content*

The Kentucky Early Childhood Core Content (Revised 2004) provides general direction for what early childhood educators need to know and be able to do in order to work effectively with young children and includes expectations for assessment and evaluation across five levels, from entry into the field to professionals with advanced degrees. At the entry level, professionals are expected to participate in and support the collection of assessment data. As professionals gain more experience and training, they are expected to implement assessment processes within the classroom or program and use the data collected to make appropriate instructional and programmatic decisions. At the advanced level, professionals are expected to choose appropriate assessment tools based on program goals, supervise and mentor staff in using assessment information, and use data gathered throughout all phases of the assessment system in program design, evaluation and reporting. Specific core competencies are presented below. Specific information about the Early Childhood Professional Core Content is available on the KIDS NOW website at http://www.kidsnow.ky.gov

# Early Childhood Core Content

Core content is defined as the specific knowledge, competencies, and characteristics needed by early childhood practitioners to work effectively with young children and families. Core content is the foundation for determining training content, course content, and competency standards for professional performance.

The Core Content plan is drawn from existing professional resources that put forth standards, such as the Kentucky Interdisciplinary Early Childhood Education program, the Child Development Associate functional area competency standards, and the national accreditation standards of the National Association for the Education of Young Children, the National Association for Family Child Care, and the Head Start Program Performance Standards. Competencies are individually referenced from the early childhood literature or are cited from similar documents from other states. A complete reference list and a list of other resources consulted are included following the Core Content.

The Core Content plan is intended to be comprehensive and descriptive, but also fluid and flexible to allow for needed changes over time.

The Core Content Work Group created a plan that:

- Allows for multiple pathways for entering early childhood education and for exiting at various terminal points.
- Includes a mechanism for linking various early childhood education and training programs.
- Provides for continuous progress and professional development.

The Core Content plan covers seven essential competency subject areas of early childhood education. Each area is organized into five levels of increasing mastery.

Those individuals who are planning early childhood education and training programs may wish to use the Core Content plan to correlate program content with the expected skill levels and desired competency outcomes of the participants.

The Core Content plan, initially approved in 2002, has been reviewed by various practitioners and faculty and revised during Spring 2004. It will be reviewed and revised every five years hereafter.

Professionals in the field of early care and education become increasingly competent through their experiences and professional growth opportunities. This competence crosses a variety of content areas and many levels of skill. The competencies that are the focus of this document are organized from basic to high-level skills across five levels. Each level is a prerequisite to the next; thus the competencies build on one another. While skills generally progress from implementing recommended practices to planning programs and procedures to evaluating practices and resources, not all skills and knowledge in the field of early childhood are completely linear and not all begin at the entry level. Therefore, some skills that may seem similar (e.g., planning) may be initiated at differing levels, depending on the content.

***These Levels of competencies are not awards or a certificate, but may overlap existing certificates or awards***. Each level assumes greater knowledge and skill than the previous level; however, an individual level should not be seen as limited to a particular job or position of employment.

Level I - represents knowledge and skills across all seven content areas for professionals at the initial level, which includes entry into the field and a Commonwealth Child Care Credential.

Level II – represents knowledge and skills across all seven content areas for professionals with a Child Development Associate Credential.

Level III- represents knowledge and skills across all content areas for professionals from CDA to AA degrees.

Level IV - represents knowledge and skills across all content areas for professionals with a BA degree.

Level V - represents knowledge and skills across all content areas for professionals above a BA degree.

# Levels

1) **Level 1.** Early childhood practitioners with a high school diploma or GED must demonstrate social skills such as courtesy, respect, and the appreciation for diverse ethnicities, cultures, ideas, and viewpoints. They must also demonstrate literacy skills that enable them to expressively read books appropriate for young children through age five; use acceptable grammar to communicate with children, staff, and parents; and legibly write a logical, organized lesson plan. They must also:
    - be able to verbalize their awareness of physical and biological processes in the natural environment;
    - display attitudes of wondering, investigation, and respect for the ecology of the natural world and enjoy partnering with children in experiencing all five senses and searching for more information;
    - demonstrate that they have the basic mathematical and spatial knowledge to solve practical problems while working with children and other adults;

- demonstrate fundamental, coordinated small and large muscle skills in physical movements and games;
- demonstrate a practical understanding of the principles of democracy, justice, and fair play by using techniques of positive guidance, conflict management, and peacemaking for children, other staff, and the community.

2) **Level 2.** At this level, practitioners may become lead teachers or administrators. They must:
   - demonstrate increased abilities to reason, think critically and reflectively, discern relationships between areas of knowledge, and analyze the nature of physical and social problems;
   - show evidence of basic computer literacy and internet search skills;
   - possess literacy, speaking, interpersonal, and leadership skills sufficient for effectively conducting parent meetings, relating to a board of directors, writing descriptive newsletters, and constructing detailed curriculum plans that include individual children's developmental goals; and,
   - master the grammatical and conversational rudiments of one other language, which assists early childhood educators in becoming aware of the rich cultures and languages of the children and families enrolled in their programs. Spanish is especially recommended because of the need to communicate effectively with Kentucky's rapidly increasing Hispanic populations.

3) **Levels 3, 4 and 5.** At these levels practitioners may increase their general knowledge through required and elective courses according to their interests and needs. In addition to exploring human development theories, anthropology, sociology, statistics, and consumer issues, they may select advanced studies in foreign languages, computer technology, psychology, philosophy, history, and the arts and sciences. Increased experience and leadership in the early childhood field may lead to higher levels of competence in reasoning, critical and reflective thinking, mathematics, and the physical or biological sciences.

In reality, the best early childhood educators are lifelong learners. Because of their long association with curious and uninhibited children, they may naturally take advantage of new opportunities for investigation.

## Subject Areas

The degree to which early childhood professionals are expected to master these subject areas depends on their level of competence. Specific core content requirements for the first level, for instance, require describing and demonstrating basic knowledge of the subject area; succeeding levels require more complex knowledge and the ability to plan and implement programs or procedures; and the highest levels require evaluation of early childhood practices.

1) **Child growth and development** – Experiences for any child, regardless of age, must be planned around the child's developmental abilities. Development has several interrelated areas; each influences the others and all develop simultaneously. It is essential for early childhood educators to recognize that development proceeds in predictable steps and learning occurs in recognized sequences. At the same time, they must consider individual, age-level, and cultural/ethnic characteristics when assessing children's rates and styles of development.

2) **Health, safety, and nutrition** – These are basic needs of all human beings, and early childhood environments must ensure them. Programs must adhere to relevant laws and regulations; furthermore, they

must consider the health, growth, and developmental requirements for each child within the context of cultural and developmental diversity and any special needs.

3) **Professional development/professionalism** – Adults providing early care and education must take advantage of opportunities to grow professionally, follow ethical standards of behavior, and demonstrate knowledge of and involvement in advocacy for early childhood learning environments.

4) **Learning environments and curriculum** – Developmentally appropriate environments and curricula have a positive impact on a child's emotional, physical, cognitive, communicative, creative, and social care. Adults who provide early care and education must know how to offer an organized, inviting, and accessible environment that has many diverse and appropriate materials, activities, and experiences.

5) **Child assessment** – Ongoing assessment helps early childhood educators evaluate all areas of a child's growth and development. Educators must be able to observe, assess, interpret, and document children's skills and behavior and systematically report on them to appropriate staff and family members.

6) **Family and community partnerships** – Understanding the roles that family members and others play in children's lives is vital for early childhood educators. They must be able to integrate the following concepts:
   - Children develop within the context of their families, which may take many forms. Families are the primary influence on children's development and have primary responsibility for child rearing. In turn, each child has influence on the members of his or her family and on the family as a system.
   - A responsive early education environment respects and celebrates the diversity of values, customs, and traditions in the family of each child. It nurtures the primary relationships between children and those who parent them. It also offers a variety of meaningful opportunities to families to participate in early childhood programs.
   - Early childhood professionals help connect children and their families with community resources. This can be accomplished through curriculum, interpersonal relationships and knowledgeable referrals.

7) **Program management and evaluation** – Adults providing early care and education must use all available resources for a quality program. They must also be effective communicators, planners, record-keepers, and evaluators. Evaluation of the program should include input from staff, families, and the community.

# Early Childhood Core Competencies:
# Child Growth and Development

| | LEVEL I:<br>Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA<br>All items in Level I, plus | LEVEL III: Associates<br>All items in Level I, II, plus | LEVEL IV: Bachelors<br>All items in Level I, II, III, plus | LEVEL V: Masters<br>All items in Level I, II, III, IV, plus |
|---|---|---|---|---|---|
| *Knowledge of Theory and Development* | ▪ Discuss at least three general principles of development that provide the basis for planning age appropriate programs for young children.[1] | ▪ Demonstrate knowledge of basic differences in assumptions underlying major theories and basic practice compatible with the theories of development relative to children birth to six. Such theories include (but need not be limited to) those of *Piaget, Erikson, Vygotsky, Maslow, Bandura,* and *Skinner.*[1] | ▪ State examples of how child development principles and theories influence aspects of program planning and implementation, such as guidance goals and practices, curriculum experiences, inclusion of families, and design of the physical space. Developmental theories include (but are not to be limited to) those of *Piaget, Erikson, Vygotsky, Maslow, Bandura,* and *Skinner.*[1] | ▪ State the theoretical rationales for program planning; across all areas of development, that incorporate knowledge of both age-level characteristics and of developmental characteristics of individual children.[2] | ▪ Provide guidance to ensure that practitioners understand developmental principles and incorporate the theories of *Piaget, Erikson, Vygotsky, Maslow, Bandura,* and *Skinner* (among other theorists) as they plan, implement, understand, and evaluate guidance goals and practice, curriculum experiences, inclusion of families, and design of the physical space.[2] |

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| | ▪ Describe basic behavioral characteristics of children of various ages and stages, including the social/ emotional, physical/motor, adaptive, communicative, and cognitive areas of development.[1] | ▪ Describe comprehensive behavioral characteristics of the various ages and stages, including the social/emotional, physical/motor, adaptive, communicative and cognitive areas of development.[1] | ▪ Describe behavioral, age-related examples of interrelationships between areas of development.[1] | ▪ Evaluate guidance goals and practices, curriculum experiences, inclusion of families, and design of the physical space for evidence of the inclusion of developmental theories and principles.[2] | ▪ Provide guidance to ensure that practitioners are able to incorporate knowledge of developmental characteristics into their interactions with children and to ensure that both age-level characteristics and the unique characteristics of individual children are respected and appreciated.[2] |

# Early Childhood Core Competencies:
# Child Growth and Development (continued)

| | Level I : Pre-CDA/ Commonwealth Child Care Credential | Level II: CDA<br>All items in Level 1, plus | Level III: Associates<br>All items in Levels 1 and 2, plus | Level IV: Bachelors<br>All items in Levels 1, 2 and 3, plus | Level V: Masters<br>All items in Levels 1, 2, 3 and 4, plus |
|---|---|---|---|---|---|
| *Application of Theory and Development* | ▪ Demonstrate knowledge that young children are diverse with regard to different:<br>- rates of development,<br>- individual interests,<br>- special needs,<br>- temperaments,<br>- languages,<br>- cultures,<br>- and learning styles.[1,3] | ▪ Demonstrate knowledge that children are diverse through incorporating this knowledge into interactions with children in home and center-based programs.[1] | ▪ Plan and implement curriculum activities that reflect the diversity of children with regard to different rates of development, individual interests, special needs, temperaments, languages, cultures, and learning styles in home and center-based programs.[1] | ▪ Plan, implement, and evaluate comprehensive programming that incorporates all areas of development as well as knowledge of both age-level characteristics and developmental characteristics of individual children.[2] | ▪ Evaluate the activities that early childhood practitioners plan and implement in home and center-based programs to ensure that activities reflect the diversity of children with regard to different rates of development, individual interests, special needs, temperaments, languages, cultures, and learning styles.[2] |
| | | ▪ Demonstrate awareness of indicators for early intervention based on knowledge of child development.[4] | ▪ Implement, with consultation, appropriate program adaptations for individual children, based on indicators for early intervention.[4] | ▪ Plan, with consultation, appropriate program adaptations for individual children, based on indicators for early intervention..[3,4] | |
| | | | | | ▪ Apply theoretical and research knowledge to practice in early childhood settings.[5]<br>▪ Critically examine alternative perspectives regarding crucial and foundational issues in the field.[5] |

# Early Childhood Core Competencies:
# Health, Safety and Nutrition

| LEVEL I:<br>Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA<br>All items in Level I, plus | LEVEL III: Associates<br>All items in Level I, II, plus | LEVEL IV: Bachelors<br>All items in Level I, II, III, plus | LEVEL V: Masters<br>All items in Level I, II, III, IV, plus |
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| ▪ When abuse or neglect is suspected, follow program procedures for reporting. | ▪ Identify, document, and report suspected abuse and neglect to appropriate persons.[6, 3] | | | |
| ▪ Monitor safe use of indoor and outdoor equipment by children.[3,6]<br>▪ Verbalize and demonstrate procedures for supervising children's activities to prevent illness and injury.[3,6] | ▪ Describe and check for safe environments and potential health hazards.[6] | ▪ Use adaptive equipment appropriately with supervision.[7] | ▪ Communicate appropriate use of adaptive equipment to staff and families.[7] | |
| ▪ Follow regulations regarding health, safety and sanitation across multiple settings.[6] | ▪ Describe and participate in techniques and strategies that promote the physical and emotional health of adults and children.[8]<br>▪ Recognize indicators of potential mental and physical health problems and report indicators to supervisor.[6] | ▪ Apply health promotion concepts in children and staff through health, safety, and nutrition practices.[6] | ▪ Design and implement health, safety, and nutrition education for families, children, and staff.[6]<br>▪ Implement appropriate health assessments and recommend referral and ongoing follow-up to appropriate community health and social services.[9]<br>▪ Develop, or update as needed, health, safety, nutrition, and sanitation policies and procedures.[6] | ▪ Collaborate with advisory groups or other community groups to identify health, safety, nutrition, and sanitation issues that impact children.[6] |

# Early Childhood Core Competencies:
# Health, Safety and Nutrition (continued)

| LEVEL I:<br>Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA<br>All items in Level I, plus | LEVEL III: Associates<br>All items in Level I, II, plus | LEVEL IV: Bachelors<br>All items in Level I, II, III, plus | LEVEL V: Masters<br>All items in Level I, II, III, IV, plus |
|---|---|---|---|---|
| ▪ Practice procedures for emergencies including first aid and CPR.[3,6]<br>▪ Practice procedures for the following situations: fire, tornado, earthquake and man-made disaster.[10] | ▪ Implement professionally recommended adaptations for children with special needs pertaining to emergency procedures, including first aid and CPR.[3] | ▪ Participate in planning for special health needs.[7]<br>▪ Develop a written plan for responding to emergencies for children who have been identified as having special health needs and be able to react appropriately.[6,7] | ▪ Collaborate with specialists and families to develop and implement plans (i.e., IFSPs, IEPs, Family Partnership Agreements, special health plans) for children with developmental, emotional, and/or physical health care concerns or needs.[6,11,12] | |
| ▪ Demonstrate proper techniques for preventing communicable diseases, including hand washing, diapering, cleaning, and sanitizing.[3,6]<br>▪ Follow a morning health check and identify potential health concerns.[6] | | ▪ Design, in consultation with health personnel, appropriate procedures for morning health checks and for identification of health concerns.[4] | | |
| ▪ Follow regulations for appropriate response to and documentation of children's injuries.[3,6] | | ▪ Design, in consultation with health personnel, appropriate procedures for documentation of children's injuries. | | |

# Early Childhood Core Competencies:
# Health, Safety and Nutrition (continued)

| LEVEL I:<br>Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA<br>All items in Level I, plus | LEVEL III: Associates<br>All items in Level I, II, plus | LEVEL IV: Bachelors<br>All items in Level I, II, III, plus | LEVEL V: Masters<br>All items in Level I, II, III, IV, plus |
|---|---|---|---|---|
| ▪ Follow regulations/written policies for administration of medications.[3,6] | | ▪ Develop procedures for storing, administering, and documenting usage of medications.[6] | | |
| ▪ Demonstrate basic principles of oral health care with children.[6] | | ▪ Design, in consultation with health personnel, appropriate procedures for a comprehensive oral health care program. | | |
| ▪ Practice principles for SIDS prevention.[6] | | | | |
| ▪ Know food guide pyramid guidelines.[3,6]<br>▪ Follow regulations for food storage, preparation, serving, and clean-up.[3] | ▪ Identify basic nutrition concepts and follow recommendations for mealtime.[13]<br>▪ Implement, with supervision, appropriate feeding procedures and adaptations for cultural preferences.[4] | ▪ Create menu plans for children, including children with special dietary concerns, that are age-appropriate and meet federal guidelines.[6]<br>▪ Identify nutritional issues appropriate to the age and special needs of children, including feeding procedures, food choices and amounts, and cultural preferences.[7] | | |
| | ▪ Identify current health trends in society using research-based knowledge and information. | | ▪ Incorporate appropriate practices into program in response to current health trends. | ▪ Analyze, evaluate, and apply current theory and research to health, safety, nutrition, and sanitation policies and procedures.[4,6] |

# Early Childhood Core Competencies:
# Professional Development/Professionalism

| LEVEL I:<br>Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA<br>All items in Level I, plus | LEVEL III: Associates<br>All items in Level I, II, plus | LEVEL IV: Bachelors<br>All items in Level I, II, III, plus | LEVEL V: Masters<br>All items in Level I, II, III, IV, plus |
|---|---|---|---|---|
| ▪ Maintain confidentiality.[3,14,15,16] | | | | |
| ▪ View self as a learner.[14,17]<br>▪ Participate in professional development (i.e., credentials, degrees) as required for each level to improve performance and to expand personal knowledge of child development, interdisciplinary practices, and family-centered services.[2,3,15,18]<br>▪ Develop and implement a written professional development plan.[2,15,19] | ▪ Practice self-evaluation to determine professional growth and performance, using *KY's Early Childhood Core Content* and other appropriate materials to assist in identifying areas of need.[2,15,20,21]<br>▪ Develop, maintain, and continuously use a resource file or portfolio as documentation of growth and performance.[2,3,19] | ▪ Seek out professional relationships to enhance professional growth (e.g., securing a mentor).[18] | ▪ Seek out knowledge to improve practice.[2]<br>  ▪ Accept advice and constructive criticism to improve practice.[18]<br>  ▪ Mentor colleagues and assistants.[4]<br>▪ Support staff development through active listening; observation and constructive feedback; conferences; and the development of professional growth plans which reflect the results of self-assessment and performance reviews.[2,22,23]<br>▪ Assist staff and assistants in selecting appropriate professional development formats and opportunities (e.g., observation, reading, training sessions, etc.) that are related to their individual growth plans. | ▪ Evaluate personal performance and set goals to advance knowledge of the field.[13]<br>▪ Explore models of professional development and opportunities to promote others' professional growth.[18]<br>▪ Design staff development opportunities for colleagues[18].<br>▪ Employ adult learning principles in supervising and training other adults.[2,20] |

# Early Childhood Core Competencies:
# Professional Development/Professionalism (continued)

| LEVEL I:<br>Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA<br>All items in Level I, plus | LEVEL III: Associates<br>All items in Level I, II, plus | LEVEL IV: Bachelors<br>All items in Level I, II, III, plus | LEVEL V: Masters<br>All items in Level I, II, III, IV, plus |
|---|---|---|---|---|
| | ▪ Join organizations for professional development.[18] | ▪ Actively participate in organizations for professional development.[18,23] | ▪ Disseminate knowledge at local, state, regional, and national conferences.[18] | ▪ Take leadership roles in professional organizations.[5]<br>▪ Show evidence of effective professional leadership by:<br>o Communicating the importance of the early years and the role of quality early childhood educators in children's development with families, colleagues, and the community.<br>o Supervising, coaching, mentoring, and training staff and volunteers.<br>o Presenting at local, state, and national conferences.<br>o Identifying and supporting the professional development of staff and volunteers.[2,5,19,20] |
| ▪ Follow code of ethics.[9,24,25] | ▪ Identify and report potentially unethical practices to supervisor.[16] | ▪ Articulate and use a professional code of ethics for making professional decisions.[16] | ▪ Articulate professional values and implement ongoing professional self-reflection to improve practice.[18] | |
| ▪ Recognize symptoms of "burnout" and seek assistance when appropriate.[16] | ▪ Implement strategies for preventing "burnout".[16] | ▪ Recognize causes of "burnout" and develop strategies to prevent.[16] | ▪ Assess effectiveness of "burnout" strategies for self and colleagues and make appropriate changes based on data. | |

## Early Childhood Core Competencies:
## Professional Development/Professionalism (continued)

| LEVEL I:<br>Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA<br>All items in Level I, plus | LEVEL III: Associates<br>All items in Level I, II, plus | LEVEL IV: Bachelors<br>All items in Level I, II, III, plus | LEVEL V: Masters<br>All items in Level I, II, III, IV, plus |
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| | ▪ Express a personal philosophy of early childhood education that includes active learning, developmentally effective approaches, and assessment.[15,24,25] | ▪ Express a personal philosophy of early childhood education that includes active learning, developmentally effective approaches, assessment, and inclusionary practices.[15,17,23,24] | | ▪ Integrate knowledge of historical, philosophical, psychological, and social foundations of education, including early childhood education, into planning and decision-making.[18] |
| | ▪ Demonstrate awareness of other disciplines (e.g., physical therapy, occupational therapy, speech, nursing, special education) for collaboration.[14,24,25] | ▪ Demonstrate working knowledge of other disciplines in order to facilitate collaboration with colleagues, community members, families, and administrators[24,26] and enhance transitions for children and families. | ▪ Assure compliance with regulations and laws for children, families, and individuals with special needs (e.g., IDEA, ADA) through adaptations to environment and curriculum and through staff training.[15,20] | |
| ▪ Demonstrate job satisfaction and genuine interest in young children and their families.[3,16] | ▪ Demonstrate commitment to child advocacy.[15,20,24] | | | ▪ Support community initiatives and advocate for early childhood legislation at the local, state and national levels for improving quality in early childhood and early childhood special education fields.[22,27] |
| ▪ Demonstrate dependable, responsible behavior including teamwork.[19,24] | | | ▪ Facilitate group problem solving of ethical dilemmas.[16] | |

| Early Childhood Core Competencies: Professional Development/Professionalism (continued) | | | | |
|---|---|---|---|---|
| **LEVEL I:**<br>**Pre-CDA/ Commonwealth Child Care Credential** | **LEVEL II: CDA**<br>**All items in Level I, plus** | **LEVEL III: Associates**<br>All items in Level I, II, plus | **LEVEL IV: Bachelors**<br>**All items in Level I, II, III, plus** | **LEVEL V: Masters**<br>**All items in Level I, II, III, IV, plus** |
| | | ▪ Describe the relationship between theory and practice.[16,17]<br>▪ Identify current trends in early childhood education.[16] | ▪ Engage in critical analysis, assessment, and reflection of teaching practices and the behavior of children on a regular basis to improve competence, both for personal and professional growth and for the benefit of children and families.[2,16]<br>▪ Make program decisions based on professional standards and position statements of professional organizations.[16]<br>▪ Evaluate current trends in early childhood education and revise practice as appropriate. [16] | ▪ Critically review and apply child development theories, position statements, research and recommended practices in the program.[2] |
| | | ▪ Gain knowledge of professional and community resources.[2] | | |
| | | | | ▪ Engage in action research by systematically studying own teaching or children.[4] |

# Early Childhood Core Competencies:
# Learning Environments and Curriculum

| | LEVEL I:<br>Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA<br>All items in Level I, plus | LEVEL III: Associates<br>All items in Level I, II, plus | LEVEL IV: Bachelors<br>All items in Level I, II, III, plus | LEVEL V: Masters<br>All items in Level I, II, III, IV, plus |
|---|---|---|---|---|---|
| *Space and Furnishings* | ▪ Assist in arranging furnishings and materials to allow and encourage appropriate independence (e.g., appropriately sized furniture, age-appropriate toys, etc.).[3,28] | ▪ Arrange furnishings and materials to allow and encourage appropriate independence (e.g., appropriately sized furniture, age-appropriate toys, etc.).[28] | ▪ Organize space into identifiable areas that encourage active involvement, self-initiative, responsibility, and a growing sense of autonomy (e.g., variety of centers, adequate and varied materials, appropriate storage, labels).[24] | | ▪ Articulate how the arrangement of the environment reflects the philosophy of the program.[29] |
| | | ▪ Arrange environment to promote physical development, in both indoor and outdoor environments.[3,13]<br>▪ Arrange space to encourage appropriate communication. | ▪ Organize environment to facilitate positive interactions between children and adults. | | |
| | | ▪ Organize environment to include large group areas, small group areas, quiet areas, and interest areas, with areas for quiet and active play separated.[13,28]<br>▪ Implement and use outdoor environments and natural settings as an integral part of a child's active and quiet learning.[3,24] | ▪ Organize and use the outdoor environment and natural settings as an integral part of a child's active and quiet learning.[24] | | |

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| | | | ▪ Model strategies, techniques, and methods which foster and ensure a physically and psychologically safe environment that promotes children's development and learning.[9] | ▪ Provide well-arranged indoor and outdoor space which meets developmental needs of all children, including adaptive and assistive technology.[9] | |

## Early Childhood Core Competencies:
## Learning Environments and Curriculum (continued)

| | LEVEL I:<br>Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA<br>All items in Level I, plus | LEVEL III: Associates<br>All items in Level I, II, plus | LEVEL IV: Bachelors<br>All items in Level I, II, III, plus | LEVEL V: Masters<br>All items in Level I, II, III, IV, plus |
|---|---|---|---|---|---|
| *Space and Furnishings (continued)* | ▪ Maintain materials and equipment in arranged environments to allow and encourage appropriate independence, promote physical development, and encourage appropriate curriculum. | ▪ Maintain and/or obtain equipment.[14,15,19]<br>▪ Rotate materials and equipment to encourage planned and spontaneous activities.[28,30] | ▪ Organize environment to include a variety of materials and equipment.[13] | ▪ Plan for and use materials that recognize and value diversity as a strength in children and families.[2,28] | |
| | ▪ Demonstrate use of materials, such as blocks, etc., for play.[4] | ▪ Demonstrate knowledge that children learn through interactive play with materials, other children, and adults in their immediate environments in home and center-based programs.[3,31]<br>▪ Describe how materials, such as blocks, water, sand, books, and puzzles, and experiences, such as music and practical life, are used for play and learning in home and center-based programs.[31] | | | ▪ Evaluate the program planning and implementation process of early childhood practitioners in various settings to ensure that practitioners demonstrate knowledge that children learn through interactive play with materials, children, and adults in their immediate environments.[31] |

# Early Childhood Core Competencies:
# Learning Environments and Curriculum (continued)

| | LEVEL I: Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA All items in Level I, plus | LEVEL III: Associates All items in Level I, II, plus | LEVEL IV: Bachelors All items in Level I, II, III, plus | LEVEL V: Masters All items in Level I, II, III, IV, plus |
|---|---|---|---|---|---|
| *Personal Care and Routines* | ▪ Follow established routines for adults and children in regard to diapering, toileting, eating, dressing, tooth brushing, sleeping, and general hygiene.[16,25,32] | ▪ Identify and implement developmentally appropriate nutrition, feeding, and self-help strategies for children on an individual basis.[3,14] | | | ▪ Ensure that staff incorporate routine tasks (e.g., diapering, toileting, eating, dressing, and sleeping) into the program in a relaxed, reassuring, and individualized manner based on developmental needs.[5] |
| | ▪ Assist in implementation of plans to make toileting, feeding, and the development of other independent skills a positive experience for children. | ▪ Implement plans to make toileting, feeding, and the development of other independent skills a positive experience for children. | ▪ Plan with families to make toileting, feeding, and the development of other independent skills a positive experience for children.[23] | | ▪ Ensure cooperative planning with parents to make toileting, feeding, and the development of other independent skills a positive experience for children.[5] |
| | ▪ Assist in appropriate use of physical positioning and management techniques to support children with physical and health disabilities. | | | ▪ Use appropriate physical positioning and management techniques to support children with physical and health disabilities.[20] | |

# Early Childhood Core Competencies:
# Learning Environments and Curriculum (continued)

| | LEVEL I:<br>Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA<br>All items in Level I, plus | LEVEL III: Associates<br>All items in Level I, II, plus | LEVEL IV: Bachelors<br>All items in Level I, II, III, plus | LEVEL V: Masters<br>All items in Level I, II, III, IV, plus |
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| *Language and Literacy* | ▪ Respond positively to children's attempts to communicate.[3,14,16]<br>▪ Use and respond to verbal and nonverbal communication techniques.[20,32.33] | ▪ Promote activities that provide time for children to respond through open-ended questions.[23] | ▪ Plan activities and experiences that encourage the development of communication skills, both auditory and verbal, appropriate for young children.[23] | ▪ During communication activities, ensure a balance of listening and talking appropriate for age and abilities of children.[2,28]<br>▪ Develop strategies and methods to assist children in the use of alternative and augmentative communication systems.[20] | |
| | • Encourage children to engage in meaningful conversation.[3,14,32] | • Conduct developmentally appropriate conversations.[14,33]<br>▪ Implement daily intentional experiences with speaking and listening and immersion in an environment where oral and written language is used in meaningful ways by children and adults.[32,33,34] | | ▪ Design activities to encourage children to talk through or explain their reasoning when solving problems (e.g., why they sorted objects into different groups; in what way two pictures are the same or different).[28] | |
| | | ▪ Incorporate to the greatest possible extent native language and linguistically diverse routines relative to individual children and families.[3,25] | | | |

# Early Childhood Core Competencies:
# Learning Environments and Curriculum (continued)

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| | | | | | |
| *Language and Literacy (continued* | ▪ Engage in early literacy experiences with children, such as daily adult-child book reading, songs, and rhymes.[32,34] | ▪ Select age-appropriate print materials and activities to support early literacy skills.[32]<br>▪ Conduct developmentally appropriate activities that support a print-rich environment, in which children learn about books, literature, and writing.[3,14,32,33] | ▪ Plan early literacy experiences for children across all domains of the curriculum.[4] | ▪ Facilitate activities to link children's spoken communication with written language (e.g., write down what children dictate and read it back to them; help them write a note to parents).[28,30,33]<br>▪ Facilitate and evaluate the effectiveness of children's early literacy experiences (e.g., adult-child book reading, intentional experiences with speaking and listening, immersion in an environment where oral and written language is used in meaningful ways by children and adults).[34] | ▪ Evaluate activities that practitioners plan and implement to ensure that they demonstrate daily adult-child book reading, experiences with speaking and listening, and immersion in an environment where oral and written language is used in meaningful ways by children and adults.[2] |
| | | ▪ Provide activities and materials appropriate to children's age for phonemic/phonological awareness (e.g., rhyming words, matching sounds, syllable discrimination) and alphabet recognition.[32,33] | | | |

| Early Childhood Core Competencies: Learning Environments and Curriculum (continued) | | | | | |
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| | | | | | |
| *Language and Literacy (continued)* | | ▪ Assist colleagues, parents, and volunteers to promote children's early literacy experiences. | ▪ Explain to colleagues and families how children's early literacy experiences begin with daily adult-child book reading, intentional experiences with speaking and listening, and immersion in an environment where oral and written language is used in meaningful ways by children and adults.[34] | | ▪ Collaborate with others in promoting language and literacy.<br>▪ Work with administrators to understand the goals, objectives and outcomes of emergent literacy. |
| | | | | | ▪ Articulate, analyze, evaluate, and apply current theory and research on emerging trends in language acquisition, development, and emerging literacy.[16] |

# Early Childhood Core Competencies:
# Learning Environments and Curriculum (continued)

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| *Activities and Materials* | ▪ Support children in making choices individually and cooperatively.[24] | ▪ Provide opportunities for children to make choices individually and cooperatively.[3,24]<br>▪ Facilitate activities and routines for children to express growing independence and self-reliance, (e.g., the ability to make choices and initiate own activities).[3,35] | | | |
| *Activities and Materials (continued)* | ▪ Support children in opportunities to be successful at meaningful tasks (e.g., using child-sized sinks or small, manageable, stable pitchers for pouring).[31] | ▪ Provide children with opportunities to be successful at meaningful tasks (e.g., using child-sized sinks or small, manageable, stable pitchers for pouring).[3,31] | ▪ Implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry, in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.[5] | ▪ Plan and develop meaningful, integrated learning experiences, using the central concepts and tools of inquiry, in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.[5] | ▪ Develop and model meaningful integrated learning experiences, using the central concepts and tools of inquiry, in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.[5]<br>▪ Evaluate the use of meaningful, integrated learning experiences, using the central concepts and tools of inquiry, in curricular |

| Early Childhood Core Competencies: Learning Environments and Curriculum (continued) | | | | | |
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| | | | | | areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement to meet the needs of all children.[5] |
| | ▪ Follow program rules, routines, and activities, following children's lead.[24] | | ▪ Plan and implement program rules, routines, and activities, using children's input.[24] | | |
| *Activities and Materials (continued)* | | ▪ Assist in planning and implementing developmentally and functionally appropriate individual, small and large group activities, which include teacher-designed and child-initiated experiences, based on the needs and interests of all young children.[9,20,24] | ▪ Plan and implement developmentally and functionally appropriate individual, small and large group activities.[9,20,24]<br>▪ Implement both adult-directed and child-initiated activities, based on the needs and interests of all young children.[35] | ▪ Plan and implement developmentally and individually appropriate curricula and instructional practices based on assessment knowledge of individual children, the community, and curricula goals and content.[5,9,20] | ▪ Apply and provide rationale for daily practice, based on how it relates to theories of child development.[4,36] |

# Early Childhood Core Competencies:
# Learning Environments and Curriculum (continued)

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| | ▪ Use non-biased activities and materials.[3,14] | ▪ Implement and adapt activities that reflect developmental and individual needs of children identified through ongoing assessment, including progress toward IEP objectives, IFSP outcomes, and/or Family Partnership Agreement goals.[2,12,15] | ▪ Routinely incorporate activities and materials that represent and respect gender, age, roles, culture, and ethnicity.[30]<br>▪ Adapt the curricula to meet individual needs identified through ongoing assessment and transition planning, including progress toward IEP objectives, IFSP outcomes, Family Partnership Agreement goals.[2,15] | ▪ Provide activities and materials that address individual learning styles, varied developmental needs, and cultural diversity.[24] | ▪ Ensure that staff is individualizing curricula by adapting to individual needs identified through ongoing assessment and transition planning, including progress toward IEP objectives, IFSP outcomes, and/or Family Partnership Plan outcomes.[2,15] |
| *Activities and Materials (continued)* | | ▪ Provide a variety of age appropriate materials and activities that encourage problem solving.[3,14,33] | ▪ Ensure that a variety of materials are available across a variety of interest centers (e.g., small figures and animals in block area; puppets and flannel board pieces in book area; toys for dramatic play outdoors and indoors).[28,30] | ▪ Incorporate experiences for children to construct their own knowledge in culturally familiar ways, through various strategies which include problem solving and inquiry experiences.[24] | ▪ Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, |

# Early Childhood Core Competencies:
# Learning Environments and Curriculum (continued)

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| | | | | | solve problems, and make decisions.[5] |
| | | | | ▪ Create a caring community of learners, supporting children's individual development and learning, constructing appropriate curriculum, assessing children's learning and development for the purpose of planning, and establishing reciprocal relationships with families.[13] | |
| *Activities and Materials (Motor)* | ▪ Support a variety of activities which promote large and small muscle development.[14,25,31,32,33] | ▪ Assist in planning and offer a variety of activities which promote large and small muscle development.[3,14,25,31,32] | ▪ Plan and implement many and varied activities for gross and fine motor play, both indoors and outdoors, as defined in daily lesson plans and curriculum.[28] | ▪ Develop and implement on a daily basis developmentally and individually appropriate activities that enhance fine motor skills.[28,30]<br>▪ Develop and implement on a daily basis developmentally and | ▪ Ensure and evaluate the daily implementation of developmentally and individually appropriate activities to enhance fine motor skills.[28,30] |

# Early Childhood Core Competencies:
# Learning Environments and Curriculum (continued)

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| | | | | individually appropriate indoor and outdoor curricular activities that enhance gross motor skills and coordination.[28,30] | ▪ Ensure and evaluate the daily implementation of developmentally and individually appropriate indoor and outdoor curricular activities to enhance gross motor skills and coordination.[28,30] |
| | ▪ Support children's use of a variety of age appropriate block play opportunities.[14] | ▪ Assist in planning and offer a variety of age appropriate block play opportunities.[14] | | | |
| | ▪ Support children's use of appropriate art materials and experiences.[14,32,33] | ▪ Assist in planning and offer appropriate art materials and experiences.[3,14,32] | | | |
| | ▪ Support children's use of developmentally appropriate music experiences.[14,32,33] | ▪ Assist in planning and offer developmentally appropriate music and movement experiences.[3,14,32] | | | |
| *Activities and Materials (Sensory)* | ▪ Support children's opportunities to explore their senses (e.g., sand and water play, art and music experiences, exploration of textures).[3,14,32] | ▪ Offer and implement many and varied activities for children to explore and develop their senses, both indoors and outdoors (e.g., sand and water play, music experiences, clay, collage | ▪ Plan many and varied activities for sensory development, both indoors and outdoors, as reflected in daily lesson plans and curriculum.[14] | ▪ Ensure that developmentally and individually appropriate curricular activities are provided on a daily basis to enhance children's learning through all of | ▪ Ensure that staff provide many and varied materials for sensory exploration and development.[28,30]<br>▪ Evaluate the provision of developmentally |

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# Learning Environments and Curriculum (continued)

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| | | materials, textures).[14,32] | | their senses.[28,30] | and individually appropriate curricular activities to enhance children's learning through all of their senses.[28,30] |
| | | | ▪ Implement sensory stimulation programs, as appropriate, for children with special needs in collaboration with related service personnel.[20] | ▪ In collaboration with related service personnel, plan sensory stimulation programs, as appropriate, for children with special needs.[20] | ▪ Ensure that staff provide sensory stimulation programs, as appropriate, for children with special needs in collaboration with related service personnel.[20] |
| | | | ▪ Implement experiences for sensory learning through projects that are integrated across the curriculum and extend over a period of time.[28] | ▪ Plan opportunities for sensory learning through projects that are integrated across the curriculum and extend over a period of time.[28] | ▪ Ensure that staff provide opportunities for sensory learning through projects that are integrated across the curriculum and extend over a period of time.[28] |
| *Activities and Materials (Social/ Emotional)* | ▪ Model respect for self and others.[37] | ▪ Offer and support an environment to assist children in developing respect for self and others, self-control, and self-direction through dramatic play, large/small group activities, modeling, etc.[32,33,37] | ▪ Plan and implement an environment to assist children in developing respect for self and others, self-control, and self-direction through dramatic play, large/small group activities, modeling, | ▪ Ensure and evaluate an environment to assist children in developing respect for self and others, self-control, and self-direction.[37] | |

# Early Childhood Core Competencies:
# Learning Environments and Curriculum (continued)

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| | etc.[37] | | | | |
| | | | | ▪ Provide opportunities, daily routines, and materials which foster caring, helping, cooperating, and negotiating.[33,35] | ▪ Ensure and evaluate the provision of opportunities which foster caring, helping, cooperation and negotiation. |
| | | | | ▪ Provide space for children to be alone to enhance development of concentration, independence, and relaxation.[28] | ▪ Ensure and evaluate the provision of space for children to be alone.[28] |
| *Cognitive* | ▪ Encourage the development of cognitive skills by providing concrete experiences.<br>▪ Engage children in play that encourages curiosity, exploration, and problem solving.[32,33] | ▪ Provide activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of the children.[3,33] | ▪ Demonstrate awareness that individual cognitive development is related to a child's earliest experiences.<br>▪ Integrate cognitive development into the arts and all curricular areas.<br>▪ Support and scaffold learning activities for children so they can develop thinking skills. | ▪ Describe how cognitive development and other areas of development interrelate.<br>▪ Plan, implement, evaluate, and modify curriculum to encourage children to construct knowledge.<br>▪ Encourage children to reflect and build on previous learning to develop and refine thinking skills.[4] | ▪ Ensure and evaluate the implementation of activities that are consistent with cognitive growth.[4]<br>▪ Articulate, analyze, evaluate, and apply current theory and research on promoting cognitive development. |

# Early Childhood Core Competencies:
# Learning Environments and Curriculum (continued)

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| *Cognitive (continued)* | ▪ Support planned math, science, and nature exploration in response to children's emerging interests.[32,33] | ▪ Guide math, science, and nature exploration in response to children's emerging interests.[3] | ▪ Plan and implement math, science, pretend, and nature exploration activities in response to children's emerging interests and cognitive development.[3] | | |
| | | ▪ Facilitate children's exploration of concepts such as space, time, shape, size, and quantity in meaningful ways,[32,33]<br>▪ Facilitate activities and opportunities appropriate to children's development that promote counting and number concepts.[32,33] | ▪ Plan activities and opportunities appropriate to the children's developmental levels that promote exploration of shapes, sizes, space, measurement, and time.[32]<br>▪ Provide opportunities for children to organize, compare and contrast, pattern, and categorize thoughts, words, objects, and sensory experiences.[32,33] | ▪ Evaluate the appropriateness and effectiveness of activities and opportunities for promoting exploration of shapes, sizes, space, measurement, and time.<br>▪ Evaluate the appropriateness and effectiveness of opportunities for children to organize, compare and contrast, pattern, and categorize thoughts, words, objects, and sensory experiences. | |
| | | ▪ Maintain adult's role as facilitator or partner in play.[3,32] | | | |
| | | ▪ Provide materials and opportunities for children to imitate and engage in pretend and | | | |

# Early Childhood Core Competencies:
# Learning Environments and Curriculum (continued)

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| | | dramatic play.[32,33] | | | |
| *Interaction—Adult/Child and Child/Child* | ▪ Demonstrate behavior that communicates the importance of each child.[3,14] | ▪ Encourage feelings of empathy and respect for others[3,14,32,33]. | | ▪ Articulate the importance of relationships to children's development and learning.[38] | |
| | ▪ Foster children's sense of security.[14,32] | | ▪ Facilitate children's sense of security during transition through linkages with and visitation to the new setting/staff. | | |
| | ▪ Communicate frequently with each child, both verbally and non-verbally (e.g., calm voice, smiles, touch, embraces, child's eye level).[3,14,32] | | | | |
| | | ▪ Recognize a variety of child behaviors according to individual development levels.[4] | ▪ Respond appropriately to a variety of child behaviors, recognizing individual development levels.[13] | | ▪ Ensure that staff respond appropriately to a variety of child behaviors, recognizing individual development levels. |

# Early Childhood Core Competencies:
# Learning Environments and Curriculum (continued)

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| | | | ▪ Utilize modeling and various prompting techniques to facilitate children's interactions with their environment.[24] | | |
| *Interaction—Adult/Child and Child/Child* | | | | ▪ Provide developmentally appropriate interactions that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative | ▪ Articulate the rationale for developmentally appropriate interactions that include play, small group projects, open-ended questioning, |

| Early Childhood Core Competencies: Learning Environments and Curriculum (continued) | | | | | |
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| | **Pre-CDA/ Commonwealth Child Care Credential** | **All items in Level I, plus** | All items in Level I, II, plus | **All items in Level I, II, III, plus** | **All items in Level I, II, III, IV, plus** |
| *(continued)* | | | | learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.[5,32] | group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.[5] |
| | | | | ▪ Provide assistance during conflict resolution, problem solving, friendship development, and other social interactions, which are based on the child's ability to understand.[29,32,36] | |

# Early Childhood Core Competencies:
# Learning Environments and Curriculum (continued)

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| *Interpersonal Interaction and Guidance* | ▪ Follow regulations regarding behavior guidance.[3,10,25] | | | | |
| | ▪ Treat all children equitably and fairly.[25]<br>▪ React consistently to children's behavior.[30] | ▪ Use positive guidance techniques and behaviors to help children act responsibly (e.g., consistent, kind, redirecting, modeling).[35]<br>▪ Establish supportive relationships with children and implement developmentally appropriate techniques of guidance and group management.[9,14,29,39] | ▪ Provide consistent, clear rules, which are explained to children and understood by adults.[23,32] | ▪ Embed opportunities into the normal routine to teach conflict resolution skills based on the child's ability to understand at different ages.[36] | ▪ Ensure the use of positive techniques of guidance that include redirection, elimination of potential problems, positive reinforcement, and encouragement rather than competition, comparison, or criticism.[4,5] |
| | | ▪ Assist with methods of behavior support and management appropriate for young children with special needs.[9] | ▪ Implement, in collaboration with related service personnel, methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis).[9] | ▪ Work collaboratively with related service personnel to plan and document methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis).[9] | ▪ Ensure that staff implement guidance practices appropriate to each child's personality and individual development. |

# Early Childhood Core Competencies:
# Learning Environments and Curriculum (continued)

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| | | ▪ Recognize signs of emotional distress in young children and follow procedures.[9,3] | | | |
| *Program Structure and Management (Individual Needs)* | ▪ Follow basic daily schedule that is familiar to children.[3,28] | ▪ Implement a schedule that meets children's need for routine and play, including indoor/outdoor activities, individual and group activities, quiet and active activities, and child-chosen and teacher-directed activities, for a substantial part of day.[14,28] | ▪ Plan a schedule that meets children's need for routine and play, including indoor/outdoor activities, individual and group activities, quiet and active activities, and child chosen and teacher directed activities, for a substantial part of day.[28]<br>▪ Arrange variations of schedules, activities, and materials to meet individual needs (indoor and outdoor).[28]<br>▪ Prepare and organize materials to implement daily lesson plans.[20] | ▪ Plan and implement developmentally and individually appropriate curricula and instructional practices.[5,9] | ▪ Incorporate evaluation, planning, and management procedures that match learner needs.[20] |
| | ▪ Support children's transition between activities.[3,14] | ▪ Implement procedures that help children make smooth transitions from one activity to another.[14] | ▪ Plan procedures that help children make smooth transitions from one activity to another.[14] | ▪ Develop transition plans to support children's movement between activities.[13] | ▪ Evaluate procedures to help children make smooth transitions between programs and within classroom events.[14,15,27,29] |

# Early Childhood Core Competencies:
# Learning Environments and Curriculum (continued)

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| *Program Structure and Management (Individual Needs) (continued)* | ▪ Assist in implementation of program's curriculum and philosophy of learning.<br>▪ Demonstrate knowledge of *KY's Early Childhood Standards*. | ▪ Describe program's curriculum and philosophy of learning.<br>▪ Utilize community resources to enrich curriculum.[3,19,25]<br>▪ Demonstrate knowledge of *KY's Early Childhood Standards* and its relationship to daily activities. | ▪ Articulate various early childhood curricula approaches.<br>▪ Use a variety of strategies to encourage children's physical/motor, social/emotional, aesthetic, and cognitive/language development.[23]<br>▪ Use *KY's Early Childhood Standards* as a guide to plan appropriate activities and experiences based on children's developmental progress. | ▪ Evaluate critical attributes of various curricula approaches and potential outcomes for children.<br>▪ Select intervention, curricula and methods for children with specific disabilities.[9]<br>▪ Use strategies for facilitating maintenance and generalization of skills across learning environments.[20] | ▪ Ensure the use of pedagogically sound and legally defensible instructional practices.[20]<br>▪ Recognize the differences in adult and early childhood learning styles and apply knowledge to practice.[16,17] |
| | | ▪ Use technology for efficiency in basic program management activities.[2] | | ▪ Select and use computer software to meet the management needs of the program.[2] | ▪ Identify and use human, material, and technological resources to keep abreast of the changing early childhood field.[5] |
| | | ▪ Utilize computer software to promote developmental skills of children, when | ▪ Select and plan for use of computer software to promote | ▪ Ensure the appropriate use of computer software and technology to assist in | ▪ Work, in collaboration with related service personnel, to evaluate |

# Early Childhood Core Competencies:
# Learning Environments and Curriculum (continued)

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| | | appropriate to their age and abilities.[40] | developmental skills of children, when appropriate to their ages and abilities.[40]<br>▪ Implement assistive technology for children with special needs, in collaboration with related service personnel.[2,27] | meeting the developmental and special needs of individual children.[2,9]<br>▪ Implement appropriate use of technology, including adaptive and assistive technology, in collaboration with related service personnel.[9] | the appropriate use of technology and computer software to meet the developmental and special needs of individual children.[2] |
| *Program Structure and Management (Adult Interaction)* | ▪ Cooperate with team members to implement daily activities.[28] | ▪ Identify individual roles and responsibilities specific to daily routines, adult and child interactions, child supervision and guidance.[25,28] | ▪ Cooperate with team members to develop and implement daily activities.[28] | ▪ Develop team strategies to plan for children's group and individual needs.[5,28] | ▪ Administer, supervise, and consult with, or instruct other adults.[2,20] |
| | ▪ Collaborate daily with team members to share child-related information.[28] | | | | |
| | | ▪ Identify and utilize appropriate community resources (e.g., mental and physical health agencies, educational programs-museums, libraries, and available social services).[3,25] | | | |
| *Family/Staff* | ▪ Conduct informal daily communications with | ▪ Provide families with administrative information (e.g., parent handbooks, | | ▪ Establish culturally and linguistically diverse, family-friendly strategies of | |

| Early Childhood Core Competencies: Learning Environments and Curriculum (continued) | | | | | |
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| | **LEVEL I:**<br>**Pre-CDA/ Commonwealth Child Care Credential** | **LEVEL II: CDA**<br>**All items in Level I, plus** | **LEVEL III: Associates**<br>All items in Level I, II, plus | **LEVEL IV: Bachelors**<br>**All items in Level I, II, III, plus** | **LEVEL V: Masters**<br>**All items in Level I, II, III, IV, plus** |
| | families.[3,28] | fees, hours of operation, transition procedures) in writing.[3,28] | | communication with families through regular newsletters, bulletin boards, telephone calls, and other similar measures.[2,5] | |
| | ▪ Develop a positive, collaborative relationship with families.[3,5,9] | | ▪ Foster partnerships between parents and staff to facilitate family and child interactions as the primary contexts for learning and development.[9,37] | | |
| *Family/Staff (continued)* | | | ▪ Plan for transition by linking children's current developmental and learning experiences and teaching strategies with those of the next educational setting.[9] | ▪ Communicate options for programs and services at the next level and assist the family in planning for transition. [9] | ▪ Design and evaluate processes and strategies that support transition among hospital, home, and infant/toddler, preschool and primary programs.[9,20] |

| Early Childhood Core Competencies: Learning Environments and Curriculum (continued) | | | | | |
|---|---|---|---|---|---|
| | **LEVEL I:** | **LEVEL II: CDA** | **LEVEL III: Associates** | **LEVEL IV: Bachelors** | **LEVEL V: Masters** |
| | **Pre-CDA/ Commonwealth Child Care Credential** | **All items in Level I, plus** | All items in Level I, II, plus | **All items in Level I, II, III, plus** | **All items in Level I, II, III, IV, plus** |
| | | | | ▪ Engage families in the assessment process of observing and recording children's development and learning.[5] | ▪ Provide guidance for observing, recording, and assessing young children's development and learning for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences.[5]<br>▪ Interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans.[20] |
| | | | | ▪ Implement a range of family oriented services based on a family's identified resources, concerns, priorities, and, as appropriate, due process safeguards.[9,20] | |
| | | | | ▪ Develop, monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined in the IFSP, IEP, or Family Partnership Agreement.[15,24] | |

# Early Childhood Core Competencies:
# Child Assessment

| | LEVEL I:<br>Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA<br>All items in Level I, plus | LEVEL III: Associates<br>All items in Level I, II, plus | LEVEL IV: Bachelors<br>All items in Level I, II, III, plus | LEVEL V: Masters<br>All items in Level I, II, III, IV, plus |
|---|---|---|---|---|---|
| *Record Keeping Tools* | ▪ Assist with collection of information about each child's development.[4] | ▪ Participate with supervision in developmental screening and classroom/instructional assessment of children's social, emotional, physical, communicative, and cognitive development.[41,42]<br>▪ Observe, collect, and record information about children across all areas of development and their families in a non-judgmental and unbiased manner.[9,14,24,42] | ▪ Supervise screening, classroom/instructional assessment of children, and documentation of information collected across all areas of development.[42] | ▪ Integrate informal assessment information with formal assessment data, ensuring that authentic procedures have been used during assessment.[5] | • Communicate major theories, research, and issues relevant to observation and assessment.[16] |
| | ▪ Implement appropriate use of techniques for assessing young children, such as observation and anecdotal records.[42] | ▪ Model and implement appropriate methods for assessment of children's social/emotional, physical, communication, and cognitive development.[42] | ▪ Plan for and supervise the use of appropriate methods for assessment of children's social/emotional, physical, communication, and cognitive development.[41,42] | ▪ Select, create, adapt, and use multiple modes and methods of assessment which are sensitive to the unique cultural and learning needs of each child.[2,42]<br>▪ Select, administer, and evaluate instruments and procedures for a continuous assessment system, based on program goals and compliance with established criteria and standards, taking into consideration specific exceptionalities.[5,9,20,42] | • Establish criteria, procedures, and documentation methods for assessment that are systematic, multidisciplinary, and based on everyday tasks.[16,42,43]<br>• Ensure the selection and administration of assessment instruments and procedures for a continuous assessment system based on program goals and established criteria and standards.[9,42] |

# Early Childhood Core Competencies:
# Child Assessment (continued)

| | LEVEL I:<br>Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA<br>All items in Level I, plus | LEVEL III: Associates<br>All items in Level I, II, plus | LEVEL IV: Bachelors<br>All items in Level I, II, III, plus | LEVEL V: Masters<br>All items in Level I, II, III, IV, plus |
|---|---|---|---|---|---|
| *Record Keeping Tools*<br>*(continued)* | | | | ▪ Collaborate with related service personnel in the administration of diagnostic instruments, when indicated.[42] | • Administer diagnostic instruments to assess children as indicated, through screening, observation, and interview, in keeping with appropriate training and in collaboration with the family and other professionals.[42] |
| | | ▪ Have knowledge of and use the *KY's Early Childhood Continuous Assessment Guide* for assessment of children. | ▪ Use *KY's Early Childhood Continuous Assessment Guide* as a tool in planning a continuous assessment system for a program. | | |
| | | ▪ Communicate assessment information to families and other appropriate professionals in written and oral form and document.[14,42] | | | |
| | | ▪ Collect and maintain records from a variety of assessment sources (e.g., screening, observation, interviews, portfolios) concerning the progress in growth, health, and behavior in each area of development.[3,16,25,42] | | | |

# Early Childhood Core Competencies:
# Child Assessment (continued)

| | LEVEL I:<br>Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA<br>All items in Level I, plus | LEVEL III: Associates<br>All items in Level I, II, plus | LEVEL IV: Bachelors<br>All items in Level I, II, III, plus | LEVEL V: Masters<br>All items in Level I, II, III, IV, plus |
|---|---|---|---|---|---|
| *Assessment and Team Collaboration* | ▪ Participate as a team member in planning, coordinating and implementing assessment procedures.[42] | ▪ Participate and collaborate as a team member with other professionals in conducting family-centered assessments for all children, including children with exceptional learning needs.[9] | | ▪ Promote and demonstrate team collaboration in planning, coordinating, implementing, and evaluating assessment procedures.[42] | ▪ Identify and ensure the existence of structures supporting intra-agency/interagency collaborations, including agreements, referrals, and consultation.[20] |
| | | | ▪ Involve families in assessing and planning for all children.[9,42] | ▪ Assist families in identifying resources, priorities, and concerns related to their child's development, incorporating where appropriate into child and family outcomes.[9]<br>▪ Communicate to families assessment information and relevant activities that may be embedded into the family's daily activities and routines.[2,9]<br>▪ Monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined in the IFSP, the IEP, and/or the Family Partnership Agreement.[9,15,12] | ▪ Ensure staff is sharing assessment information and relevant activities that may be embedded into the family's daily activities and routines.[2] |
| | | | ▪ Articulate that various types of assessment procedures are used across a variety of settings.[20,41] | | |

# Early Childhood Core Competencies:
# Child Assessment (continued)

| | LEVEL I:<br>Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA<br>All items in Level I, plus | LEVEL III: Associates<br>All items in Level I, II, plus | LEVEL IV: Bachelors<br>All items in Level I, II, III, plus | LEVEL V: Masters<br>All items in Level I, II, III, IV, plus |
|---|---|---|---|---|---|
| *Assessment and Team Collaboration (continued)* | | | ▪ Articulate that authentic assessment measures which address multiple developmental areas are used for classroom/ instructional assessment and that information gathered is used to plan curriculum, instruction, and individual and group learning goals.[41] | ▪ Use *KY's Early Childhood Standards* as a framework for determining overall progress of children's development. | ▪ Ensure that assessment and curriculum are integrated throughout the program and that assessment is consistent with and relevant to the goals, objectives, and content of the program.[41,42] |

# Early Childhood Core Competencies:
# Family and Community Partnerships

| LEVEL I:<br>Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA<br>All items in Level I, plus | LEVEL III: Associates<br>All items in Level I, II, plus | LEVEL IV: Bachelors<br>All items in Level I, II, III, plus | LEVEL V: Masters<br>All items in Level I, II, III, IV, plus |
|---|---|---|---|---|
| ▪ Demonstrate confidentiality relative to all aspects of the lives of individual children and their families.[3,14,16,35] | | | | |
| | ▪ Demonstrate awareness of individual families relative to differences in family strengths, structure, lifestyle, expectations, values, religions, customs, traditions, childrearing practices and language.[3,16,19,24,25,35] | ▪ Demonstrate respect for individual families relative to differences in family strengths, structure, lifestyle, expectations, values, religions, customs, traditions, childrearing practices, and language.[16,19,23,24,35] | | ▪ Apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.[20] |
| | ▪ Respect the family's role as primary decision-maker for their child.[14,35] | ▪ Assist families in making their own decisions, accessing services, finding their own resources, and becoming independent of professionals.[41] | | |
| ▪ Follow the program's plan for maintaining written and verbal daily communication with families.[3,16,19,25,35] | ▪ Conduct effective home visits with families to share information, report progress, and demonstrate developmentally appropriate techniques, in the home language whenever possible.[14,24,25,35]<br>▪ Conduct parent conferences in collaboration with the program director and other staff, in the home language whenever possible.[3,14,24,25,35] | ▪ Plan and implement effective family meetings, considering adult learning principles and the interests and needs of families in the home or center-based program.[2,24,26,35] | | |

# Early Childhood Core Competencies:
# Family and Community Partnerships (continued)

| LEVEL I:<br>Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA<br>All items in Level I, plus | LEVEL III: Associates<br>All items in Level I, II, plus | LEVEL IV: Bachelors<br>All items in Level I, II, III, plus | LEVEL V: Masters<br>All items in Level I, II, III, IV, plus |
|---|---|---|---|---|
| ▪ Show a warm, welcoming attitude toward families and their involvement in the life of the center, child care home, or school.[3,19,35] | ▪ Assist families and children to become acquainted with the program and the staff on the child's first day.[3,14,24,25] | ▪ Assist families to become active participants on the educational team.[20] | ▪ Foster alternative models and methodologies for family support and involvement.[3,5,19,35]<br>▪ Provide opportunities to families and the community to be members of an advisory board that assists in policy setting and program evaluation.[3,5,19,35] | |
| | ▪ Respond empathetically and knowledgeably to families' feelings and concerns regarding child care, guidance, and their children's development, using the home language whenever possible.[14,24,25,35] | ▪ Incorporate the role of families' cultures, religions, and child rearing practices into the program.[4]<br>▪ Utilize family goals, traditions, and cultural considerations in planning environments and programming to enrich children's health and experiences.[2,24,26,35] | ▪ Demonstrate knowledge sufficient to serve as a culturally responsive resource to families for information regarding child development and child rearing.[5,24,35]<br>▪ Anticipate and negotiate potential conflicts in philosophies and child rearing practices between self, the program, and diverse parents.[5,19] | |
| | ▪ Show awareness of community resources[19,35].<br>▪ Provide relevant information to families regarding community resources.[3,14,24,25,35] | ▪ Develop positive learning opportunities for families.[44] | | |
| | ▪ Collaborate with families to support transition of children.[2,25] | | | |

## Early Childhood Core Competencies:
## Family and Community Partnerships (continued)

| LEVEL I: | LEVEL II: CDA | LEVEL III: Associates | LEVEL IV: Bachelors | LEVEL V: Masters |
|---|---|---|---|---|
| **Pre-CDA/ Commonwealth Child Care Credential** | **All items in Level I, plus** | All items in Level I, II, plus | **All items in Level I, II, III, plus** | **All items in Level I, II, III, IV, plus** |
| | | | ▪ Actively involve families in the assessment of their children's development and communicate results in everyday language, using the home language whenever possible.[2] | ▪ Ensure that child assessment is shaped by family priorities and information needs, as well as by child characteristics and diagnostic concerns.[45] |
| | | ▪ Identify the potential impact on the family of a child with special needs.[24] | ▪ Collaborate with families in providing intervention strategies, including assistive technology, that promote development and learning for children with diverse needs and abilities.[2,5,19,35] | ▪ Ensure the provision of a range of family-oriented services based on each family's identified resources, priorities, and concerns.[2] |
| | | | ▪ Effectively supervise and evaluate support staff in their work with families.[5,19] | |
| | | ▪ Implement and interpret to other adults the program's policies and procedures related to parents and families, including transition.[2,24,26] | | |
| | | | | ▪ Apply and/or conduct research that addresses families & communities.[19]<br>▪ Apply research information regarding family systems and stresses to daily practice with families and children.[2,5,19,24] |
| | | | | ▪ Provide leadership through teaching, research, and advocacy for issues across the field of family and community involvement in early childhood development and education.[19] |

# Early Childhood Core Competencies:
# Program Management/Evaluation

| LEVEL I:<br>Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA<br>All items in Level I, plus | LEVEL III: Associates<br>All items in Level I, II, plus | LEVEL IV: Bachelors<br>All items in Level I, II, III, plus | LEVEL V: Masters<br>All items in Level I, II, III, IV, plus |
|---|---|---|---|---|
| ▪ Adhere to program policies and regulations and assist with maintaining individual child records.[14,15,19] | ▪ Implement program policies and regulation requirements.[3,14]<br>▪ Maintain and update individual child records.[3,14,15,19]<br>▪ Maintain staff records required by program policies and regulations.[3,14,15] | ▪ With the family's permission, ensure that child's records are transferred for transition purposes in a timely manner. | | |
| ▪ Assist with program evaluation by providing input.[2] | ▪ Become knowledgeable of various nationally recognized program and management/supervision evaluation tools.[42] | ▪ Utilize nationally recognized program evaluation tools appropriately (e.g., NAEYC Accreditation Classroom Observation Book, 2003; ECERS-R, 1998; ELLCO, 2002; McWilliam & Winton, 1990; ITERS-R, 2003).[28,30,42,,46,47,50] | ▪ Apply professional guidelines/mandates in program evaluation.[2,42]<br>▪ Design and ensure program evaluation, based on overall program goals, to determine if outcomes have been met and to ensure continuous and comprehensive quality of the total environment for children, families and the community.[5,42] | ▪ Demonstrate knowledge of the theoretical and practical intent of various program evaluation tools, so that appropriate instruments and strategies that are sensitive to culture and individual learning styles and abilities are used for enhancing program quality.[5,15,24,42,48] |
| | ▪ Obtain feedback from families and staff for program evaluation.[42] | • Communicate program evaluation outcomes to staff and families.[42] | ▪ Involve families, other team members, community, patrons, and advisory boards in evaluation of programs.[2,15] | ▪ Ensure that the concerns and input of families and other stakeholders are reflected in program evaluation outcomes and result in appropriate modifications and adaptations in practice to accommodate the needs of the program, children, families, staff, and community. [29] |

## Early Childhood Core Competencies:
## Program Management/Evaluation (continued)

| LEVEL I:<br>Pre-CDA/ Commonwealth Child Care Credential | LEVEL II: CDA<br>All items in Level I, plus | LEVEL III: Associates<br>All items in Level I, II, plus | LEVEL IV: Bachelors<br>All items in Level I, II, III, plus | LEVEL V: Masters<br>All items in Level I, II, III, IV, plus |
|---|---|---|---|---|
| | ▪ Orient new or substitute staff[3,14,25]. | | | |
| | | | • Develop plan to implement program changes that is reflective of program evaluation data[29,42,48]. | |
| | | | | • Demonstrate an understanding of one's own managerial style and the impact on motivating, leading and supervising various staff[21,49]. |
| | | | | ▪ Promote an inclusive program, based on current research and coordination of services, personnel, and resources, which results in healthy growth and development for all children and which supports families and staff[27,48]. |

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